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ABSTRACT

The Evergreen State College, Washington's newest four-year college, was established in the midst of an unprecedented enrollment expansion. It also responded to contemporary calls for reform in higher education. Two conditions, the recent lack of growth in higher education and a subsiding of enthusiasm for nontraditional higher education, have created problems for the college. In 1977 the state legislature called for a study and recommendations on the curriculum and costs of the college, in order to broaden its clientele and reduce total operating costs, which are relatively high, to the level of the state's regional universities. The response to that request is organized in seven parts. The first describes the series of decisions leading to the establishment, location, size, and style of the college, and the second examines the pertinent demographics. The third examines cost and identifies the enrollment level at which it is believed Evergreen's unit costs will become comparable with those of the regional universities. The fourth part describes the curriculum and the changes since its establishment, and includes findings of the two major peer reviews it has undergone. The fifth part reports on "client" evaluations, and the sixth reviews national trends in nontraditional education. The final chapter summarizes the findings and presents recommendations. (Author/MSE)

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Report No. 79-7

THE EVERGREEN STUDY: REPORT AND RECOMMENDATIONS ON THE EVERGREEN STATE COLLEGE

A REPORT
IN RESPONSE TO
SUBSTITUTE SENATE BILL 3109

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COUNCIL FOR POSTSECONDARY EDUCATION

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Prepared by:

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Finally, the contributions of the people at Evergreen deserve special mention. The administration, staff, faculty, and students have been very

cooperative and open in their assistance with the study. Meetings have been scheduled on short notice, and the comments at these meetings have been open and constructive. Reports, files, and papers have been collected from archives long forgotten and placed at the disposal of the staff. This support has been unflagging, and it is clear that this report could not have been prepared without it.

Dr. William Chance

Denis J. Curry

THE EVERGREEN STUDY: REPORT AND RECOMMENDATIONS ON THE EVERGREEN STATE COLLEGE IN RESPONSE TO SUBSTITUTE SENATE BILL 3109

INTRODUCTION

Eleven years after its creation, The Evergreen State College is at a critical point. Established in the midst of an unprecedented enrollment expansion, Washington's first new public four-year college in seventy-five years was one response to an expected shortage of 17,000 college places by 1975.[1] Since Evergreen subsequently opted to be different in its educational mode, it also represented a response to contemporary calls for reform in higher education.

The growth in higher education enrollments has not materialized as scheduled, and it appears that enthusiasm for nontraditional education has subsided, at least for awhile. These conditions have created problems for Evergreen.

The initial growth projections, presented as planning assumptions to the College, described a total enrollment of 12,000 to 13,000 students in the early-to-mid 1980's. During its first years, enrollment pressures were so great that waiting lists at Evergreen were the rule, and limitations were imposed to allow for planned development. Since Fall, 1974, however, Evergreen's Full-Time Equivalent (FTE) enrollment has declined. While the College's headcount enrollment showed steady growth through 1976, in Fall, 1977, for the first time, it too declined to a level only slightly higher than that of 1973.

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[1] Temporary Advisory Committee on Public Higher Education (TACPHE), "A Report on Higher Education in Washington," October, 1966, p. 5, p. 37.

And while Evergreen responded in ways that have given it national recognition as an innovative institution, and Washington a reputation as a state willing to support experimentation in higher education, there is yet to be a regular legislative session when the College's continued existence is not debated or placed in some jeopardy, in some measure because of uncertainty over its program.

The objectives manifest in the establishment of Evergreen--a public four-year institution to allow access to residents of the southern Puget Sound, (and subsequently to Southwest Washington) and the provision and maintenance of an educational alternative--are not necessarily compatible. Rather, the two suggest institutional responsibilities that are in the first instance regional, and in the second, statewide. The simultaneous effort to fulfill both creates a duality viewed by some as the major dilemma confronting Evergreen. The point is stated in the following terms in the Council's six-year plan for Washington postsecondary education:[2]

> Evergreen's primary service area is the Olympic Peninsula and southwest Washington . . . . [T]here are factors which complicate a response to a regional role for Evergreen. Paramount among them is its program orientation--essentially liberal arts, undergraduate, and particularly interdisciplinary. Because of the nature of its individual and problem-oriented programs, as distinct from discipline and curriculum-oriented programs, Evergreen is an alternative institution for students throughout the state who prefer its educational concept. But not all students prefer or can function well in such an environment, and this brings two evident needs into some conflict: the need on the one hand for a senior institution convenient to the residents of southwestern Washington, and the statewide need, on the other hand, for educational [and institutional] alternatives.

The issue is focused in a statement appearing a few paragraphs later in the plan:

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[2] Council for Postsecondary Education, Planning and Policy Recommendations for Washington Postsecondary Education: 1976-1982, p. 132.

> There is a danger that resolution of the service area response issue could undermine the Evergreen alternative unless ways are found within that institution to effectively accommodate regional educational needs within a nontraditional structure. The Council is supportive of Evergreen's efforts to describe and provide an institutional and educational alternative. But it also recognizes that the greatest challenge to Evergreen during the years immediately ahead is that of finding ways to make itself responsive to the educational and career preparation needs of a general clientele. Evergreen's most significant contribution to post-secondary education may ultimately reside in its resolution of this problem.[3]

Thus, the role challenge facing Evergreen is that of providing an innovative educational program within the context of the service requirements imposed upon it as a public four-year institution. If it can address the educational needs of the region within the scope of its educational program, it can demonstrate that a nontraditional program can fulfill general educational needs.

The College's ability to respond is complicated by the fact that it has not grown as rapidly as the planners anticipated.[4] Its enrollment growth and its comparatively high educational costs (in large part a function of its small size) have stimulated the questions leading to this study. In 1977, the Legislature inserted a proviso in the Appropriations Act worded as follows:

> Not more than $25,000 [of the CPE appropriation] shall be expended to study and make recommendations on the curriculum and costs of The Evergreen State College. The study shall determine the actions necessary to broaden the institution's clientele base by introducing traditional undergraduate and graduate course offerings and reduce the institution's total operating costs per FTE student to the average cost per FTE student at the other three state colleges [now regional universities].

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[3] idem., p. 133

[4] Critics may argue that it has not grown as expected because it has not responded to a wide range of needs.

The objective of this report is to comply with that legislative directive. A response is required to the basic charge ("study and make recommendations on the curriculum and costs of The Evergreen State College"), but since curriculum, enrollments, costs, and the environment (geographic, economic, and demographic) represent inter-related elements, with all affecting not only each other but the general problem as well, an adequate analysis must go beyond that basic charge.

The report is organized in seven chapters. The first chapter describes the series of decisions leading to the establishment, location, size, and style of the institution. The second examines pertinent demographics, seeking especially to determine the potential for growth in Evergreen's primary service area. The third examines costs and identifies the enrollment level at which it is believed Evergreen's unit costs will become comparable with those of the three regional universities. The fourth describes the curriculum at Evergreen and the changes that have occurred in that curriculum since the institution was established. Also included are the findings of the two major peer reviews Evergreen has undergone since its establishement. The fifth chapter describes "client" evaluations, the results of the various surveys of Evergreen students, high school students, and employers that were conducted during the development of the report. The sixth chapter reviews trends in nontraditional education nationally, both as expressed in the extant literature and in the experiences of institutions established since the mid-1960's. Also included in that chapter is a brief examination of Fairhaven College, Washington State's other major contribution to nontraditional education. The final chapter summarizes the findings and presents recommendations.

The report is lengthy, because the subject is both complex and sensitive. A large amount of additional information was reviewed, and what is presented has been selected for particular relevance. Each chapter is preceded by a brief summary statement outlining the major points discussed within.

CHAPTER I

THE ENVIRONMENT AND THE ASSUMPTIONS

The establishment of Evergreen was based on expectations of a shortage of places for students seeking college by the mid-1970's. These expectations did not materialize. The College, located in Olympia, was to be concerned primarily with the educational needs of residents of the south Puget Sound and, subsequently, southwest Washington areas. Curriculum decisions appear to have evolved out of the unrest of the sixties, particularly the demands for educational relevance. Other calls for an educational program directly related to the presence of the seat of State government in Olympia were not directly manifest in the curriculum established at the College. Enrollment projections used as a base for program and facility planning have proved to be high, by a factor of three. But the assumptions of the 1960's were reasonable at the time, in view of the state of the art and the problems with which the State and its planners were grappling.

A. Determining the Need for Evergreen

The 1966 decision to establish a new public four-year institution in Washington was based explicitly on an expectation of unmanageable numbers of students seeking college places by the mid-1970's, and this expectation, in turn, flowed from an assumption of continued population and enrollment growth of the magnitude being encountered in Washington, and nationally, during the 1960's. Events were to prove those estimates high: subsequent enrollment increases occurred, but the growth curve proved to be considerably flatter than was described during the planning period.

An early public statement on the need for a new institution appeared in a November, 1964, report of the Council of Presidents (COP) of the public four-year institutions.[1] The COP was concerned with the burgeoning enrollments,

[1] "A Plan for Public Higher Education in Washington," p. 13.

and a new institution in southwestern Washington would provide symmetry:

> There is a geographic imbalance in the present distribution of the state universities and colleges which deserves correction. Three institutions, Washington State University and Eastern and Central State Colleges, are located east of the Cascades in the area inhabited by one-third of the people of Washington. Two institutions, the University of Washington and Western Washington State College, are located west of the Cascades in the area inhabited by two-thirds of the people of the State. Southwestern Washington, except for a small private religious college [Note: St. Martin's], is deprived of the presence of any four-year institution. The 1965 Legislature should accordingly be asked to enact legislation to effect the establishment of a board of trustees and an administrative staff with sufficient funds to conduct studies to determine the exact location and to develop plans for another state college in western Washington. Construction funds could then be voted in 1967, and by 1970, this institution could take its place among the state colleges to share in carrying the burden of enrollments.

The recommendation to establish the institution that was to become The Evergreen State College in Olympia was made in 1966 by the Temporary Advisory Council on Public Higher Education (TACPHE). TACPHE was itself created in 1965, initially for a two-year period.[2] The language of the enabling act outlining its authority regarding the creation of a new institution was the following:

> [TACPHE is hereby directed] To develop plans for the orderly growth of public higher education and to make specific recommendations on the need for and location of new facilities and programs, including therein a recommendation as to a new institution of public higher education within the state. If the finding of at least three-fourths of the members of the council is that an institution of public higher education should be immediately initiated, the council is authorized by a vote of at least two-thirds of the members of the council, who are not legislators, to locate a specific site for a new four-year college and so inform the Governor before October, 1966.

TACPHE retained a consulting firm, Nelson Associates, to conduct a study of need for expanded education facilities through 1975. The consultants concluded that enrollment projections of students (at public, private,

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[2] Senate Bill No. 489 (NOTE: Its life was subsequently extended two additional years in 1967.)

two-and four-year institutions) working toward a baccalaureate, would reach 124,400 FTE by 1970 and 140,100 by 1975. The demand (headcount) for places for such students would total 127,000 and 157,000, respectively, during those years. On this basis it was concluded there would be a shortage of 2,600 places at the freshman and sophomore levels by 1970. The shortage would intensify by 1975 to 4,900 places at the upper division and graduate levels and about 12,000 at the lower division, for an overall shortage of approximately 17,000 places by 1975.

Faced with such an outlook, TACPHE considered it imperative that building plans for the existing institutions move forward rapidly to meet these enrollments, especially in the community colleges. More appropriate to the immediate subject was its recommendation that a new four-year college be authorized at the earliest possible time, so that a freshman class could be admitted by 1969-70. TACPHE stated: "By 1975, up to 9,800 students will have to be accommodated in new four-year institutions, even assuming that existing four-year institutions and existing or new community colleges are able to accommodate about 7,000 more students than are presently forecast for them." [3]

Events proved the estimates high. The headcount figures (using a comparable base) for 1970 were approximately 107,000 (rather than 127,000)

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[3] TACPHE, op. cit., (emphasis added), p. 6.

and for 1975, 124,000 (rather than 157,000).[4] Accordingly, instead of a shortage of 12,000 places in 1975, there was a surplus (using the assumption about places that was applied in the 1966 report) of approximately 21,000, excluding the spaces available at Evergreen. The causes of the fall-off may be less important than its occurrence. But dropping participation rates, the end of the draft and the Vietnam War, changing values about college, and slower population growth probably served to modify the growth curves significantly. The overflow expected to occur as students in the Puget Sound area were turned away from the University of Washington, Western, and the six other accredited institutions operating in the area either did not occur, or these students were readily accommodated by other institutions. At least some portion of Evergreen's reduced growth rate must be attributed to the failure of the early projections to materialize.

B. Where to Locate

The second major consideration before TACPHE was the location of the new institution. Its efforts at grappling with that question are impressive, and its recommendation fit readily with the assumptions under which it was operating. TACPHE opened consideration by identifying the criteria it felt should be the sine qua non of an ideal location: It should be such as to allow the new institution to provide:

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[4]The base employed in the Nelson report is not readily apparent; however, Nelson and Associates were speaking of baccalaureate-bound students. Thus, by taking the academic transfer students in the community colleges--in 1975 representing approximately fifteen percent of the total headcount enrollment--and the total headcount enrollments in the four-year institutions, public and private, one can derive figures presumably comparable to those identified in the consultant report. While disparities between projected and actual figures are to be expected, it seems fair to say that the significant overestimate in the consultant's projections of demand dramatically affected the decision to establish a new four-year institution.

- The greatest possible service to those seeking higher education and to the State of Washington;

- the conditions which permit the educational processes to be carried on with maximum effectiveness;

- the maximum advantages for attracting and retaining an excellent faculty and administration;

- the types of educational services and specialties that are needed in Washington; and

- the programs which complement and strengthen the desired pattern of higher education in the state. [5]

TACPHE considered twenty localities as potential sites for the new college. After a series of public hearings and analysis of an immense amount of information, it recommended Olympia. Its reasons for making that choice are cited here:

> All of the locations considered by the council meet some of the criteria to varying degrees. Indeed, some locations are rated superior to the recommended site on certain counts. The recommended area, however, in the council's judgment, emerges as the location which best satisfies all of the criteria taken together.
>
> The proposed location ranks high among the zones of the state having the greatest number of potential college students not already served by a state college or university. This potential, furthermore, exists within reasonable daily commuting distance of the site. Only in the lower Puget Sound region could a new institution be so accessible to so many potential college students living beyond commuting range of existing publicly-supported institutions.
>
> A new state college in the lower Puget Sound region offers the best hope for reducing enrollment pressures on existing institutions by providing nearby college places for the largest population concentration whose students now seek admission mainly to the University of Washington, Western Washington State College, and Central Washington State College. From the standpoint of accessibility alone, an institution in this location could prompt the voluntary diversion of up to 6,000 students who would otherwise attend more distant schools. At least half of this group would have the economic advantages of commuter status at the new institution.

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[5] TACPHE, op. cit., p. 8.

A state college in Thurston County will round out the pattern of higher education in the state by absorbing substantial numbers of community college transfer students from southwestern Washington and the Puget Sound region, and it can do so without overshadowing any individual community college.

The recommended location will facilitate the development of close ties with the University of Washington, with five major privately-supported institutions, and with at least three of the proposed community college districts in the Puget Sound region. A wide variety of cooperative arrangements can be visualized which would be difficult to effect if the new college were remotely located.

The numerically higher college potential of the South Puget Sound area has not been accompanied by a correspondingly high rate of college enrollment despite the presence of three privately-supported four-year colleges. This area has, in the council's judgment, the enrollment potential to support a state college without detriment to the growth plans of nearby independent colleges.

The nearby urban environment is highly diversified culturally, socially and economically. This diversification offers countless opportunities for the development of programs and personnel relationships beneficial to the region, to the state, and to the institution. It furnishes a wide range of outlets for the extracurricular professional, social, cultural, and recreational interests of students and faculty. At the disposal of the new college would be a full range of resources capable of sustaining a large new increment of population and a major new enterprise.

The rural setting of the recommended site affords, for the predictable future, an opportunity for orderly growth and development of the institution and the adjacent community before being overtaken by the inevitable extension of the urban area. Its distance from the urban centers should encourage a balance of residential and commuter enrollments. [6]

Perhaps significantly, TACPHE did not cite the college's relationship to the educational needs of southwest Washington beyond accessibility to graduates of community colleges located in that region. It did not speak of a southwestern Washington institution but of a South Puget Sound institution. In relating location to need, TACPHE was premising its decision on an institution located so as to readily accommodate an overflow from the University of Washington, Western, and Central. Accordingly, it would

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[6] TACPHE, op. cit., pp. 37 - 38.

be located in the general area from which most of those enrollments would be drawn.[7]

The Legislature accepted TACPHE's recommendation, but it also implied a broadened base for the new school in the enabling legislation through its use of the interim designation, "Southwestern Washington State College." Thus, H. B. No. 596, enacted in 1967, referred to the new institution in the following terms:[8]

> "There is hereby established in Thurston County, a four-year state college to be named by the board of trustees, and hereinafter referred to as 'Southwestern Washington State College.'"

The college was to be located in Thurston County, within ten miles of Olympia. It was given the same degree-granting authority as the other (then) state colleges, including authorization to offer the master's degree. (The college was also authorized to train teachers and award teaching certificates, in accord with requirements for approval by the state board of education.)

C. Deciding Upon a Curriculum

Beyond references to a program for Evergreen comparable to those then

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[7] It is equally clear that TACPHE felt the Thurston County location would accommodate southwestern Washington educational needs, but this was a secondary concern. This point was emphasized, indirectly, by an editorial appearing in the Vancouver Columbian on January 29, 1968. According to the editorial: "Except possibly for 'Southwest Washington State,' it probably didn't make much difference what the Board of Trustees named the new state college near Olympia. 'Evergreen State College' is rather homely, but it does have the merit of reflecting statewide service. Anyone who realizes that Washington is the 'Evergreen State' will at least know the state in which the school is located. Our objection to the Southwest Washington name which appeared in the legislation authorizing the college was that it would give the erroneous impression that the college will meet the needs of southwest Washington. It can't be said to serve Southwest Washington very adequately when it is located 100 miles from the largest population center of the area. Someday we have hopes a state college will be located in Clark or Cowlitz counties."

[8] Chap. 47, sec. 2, et. seq., 1967, 40th Legis.

authorized for the other state colleges, (i.e., authorization to offer the BS, BA, BA Ed, MS, MA and MEd degrees, etc.) neither TACPHE nor the enabling act was specific with regard to curricular emphases. The earliest documentable reference to an educational mode for Evergreen that would be other than conventional appears to be in the comments of the then Chairman of the Senate Higher Education Committee and member of TACPHE, Senator Gordon Sandison. In August, 1967, at a meeting with the newly appointed Board of Trustees for the College, Senator Sandison advised it to study the innovations and experiences of other new colleges around the country.[9] He suggested that the new college be of a "perhaps different type. The present three state colleges were built many decades ago and followed traditional lines. We would like this to be a college that will meet the needs of the State for many years to come and perhaps can be as modern fifty years from now as at the present."[10]

It is apparent the College was created when calls for educational reform were emanating from the campuses. They reached their highest level at the time the curriculum at Evergreen was in its developmental stage. But while this was occurring there were also calls for specific curricula and programs at the new institution. The Director of the State Capitol Museum suggested the presence of "a center for the study of state government at the new college." It would provide for study of present day and historical problems by using the state government as a laboratory. It would offer a major in state government administration at the bachelor and master's

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[9] The Daily Olympian, and the Seattle Post-Intelligencer, both papers, August 31, 1967.

[10] ibid.

degree levels.[11] There were also calls for an oceanographic college.[12] A close relationship between the college and the seat of State government was often suggested, and several direct arrangements were considered. During the Spring of 1968, the Governor suggested the establishment of a center to attack the problems of government and society, to operate in conjunction with the new college.[13]

For its part, the Board of Trustees entered into an agreement with Arthur D. Little, Inc. in March 1968, to develop a curriculum outline for the College. Two of the Little, Inc. reports, "A Student View of Higher Educational Needs" and "The Educational Needs of State Government," bear directly on the question.[14] The consulting firm was operating on a presumption that the trustees perceived innovation in higher education as one of the college's important responsibilities.[15]

In its first report, the firm surveyed approximately 2,400 students, divided about equally between community college and high school students attending schools located in southwestern Washington. With respect to specific curriculum preferences, i.e., programs, the student responses showed interests in "general cultural occupations and in employment in the service industries."[16] "Social sciences, education, language arts,

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[11] The Aberdeen World, November 7, 1967.

[12] Daily Olympian, December 6, 1967.

[13] Seattle Times, May 1, 1968.

[14] Arthur D. Little, Inc., "Special Reports I and II to the Trustees of The Evergreen State College," December, 1968 and September, 1968, respectively.

[15] Little, Report No. I, op. cit., pp. 39 - 40.

[16] idem.

sports, philosophy, and ethics, and the dramatic and communication areas (were) high on the list of interests for all students. Interest in law and government was relatively high."[17] More precisely, "Sociology, psychology, economics, political science, anthropology, and history (as a single category) ranked highest, closely followed by Education, and then by English, Journalism, etc. Physical Education, team sports, individual sports, ranked fourth. The natural and physical sciences ranked further down the listing, as did such directly vocationally-related fields as secretarial sciences and engineering.

Perhaps expectedly, in view of the tenor of the times, Military Science ranked second to last. Geology appeared at the bottom.[18]

The consulting firm had difficulty in this report with the question of innovation, which it addressed as follows:

> The student answers, while not revolutionary, often point toward change from the traditional. As one example, many students express a desire to conserve their time, indicating that frequently used facilities should be near each other. They prefer short times between residence and class, short distances between residence and class, short walking time between classes, short times between classroom and laboratory. As many students prefer multi-story buildings and elevators as prefer low buildings and stairways. Students strongly prefer walking around campus rather than busing around campus. The implications for facilities design seem clear enough, and differ in some respects from traditional campus design.
>
> As another example, many students expect to study in private in one of several libraries, relax and recreate in and around their residence. While two in three say they expect to spend seven or more hours each week attending class lectures, only one in ten students prefers lectures by faculty in place of small group discussions. These preferences suggest important features for instructional facilities and their relationship to residential facilities.

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[17] ibid.

[18] idem., pp. 27 - 28.

> Students expect to live adult lives. Many expect to work for pay. They want easy access to campus by automobile, easy access to the center of the city. They expect to see and associate with a variety of different students during the course of their daily life as students rather than eat, reside, and attend class with the same group of students. As many students prefer that residences for married students and residences for single students be located near each other as prefer them far from each other. The most significant influence in their choice to enter, or remain, in college is the work content of their tasks as students when compared with competing adult occupations. The insistence on choice and important freedoms points toward change in traditional college life.
>
> All of these findings have important implications for the design of college programs and facilities; they raise the policy question of the importance of responsive innovation in the now-being-formed programs and facilities for Evergreen State College.[19]

The firm was able to deal more directly with the types of educational programs the units of government in Olympia felt would be appropriate to their needs.[20] It requested position papers from the various state agencies on this subject, and the agencies replied accordingly. In 1968, if not at present, the word, "innovative," had various meanings; nonetheless, several agencies stated that Evergreen "should provide an intellectually stimulating, innovative, and culturally enriching environment for all persons involved in the governmental process."[21] They also spoke of the effects the presence of the seat of state government could have on the college.

The firm's report recommended several aspects of an educational approach which have found form in Evergreen's program. It suggested: that students be self-directed in the formulation of their academic program; that the counseling function utilize persons actually working in government; that internship, inservice training, and summer work opportunities be utilized; that persons involved in government be used at the college on a part-time

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[19] idem., pp. 39 - 40.

[20] Little, Inc., Report No. II, op. cit., p. II-1.

[21] ibid.

basis; that degree programs be provided, proceeding from a common core; that programs be designed along problem lines; that efforts be made to encourage interdisciplinary efforts in the teaching of courses; and that the practical research interests of government be utilized in the instructional process.[22]

The specific programs were presented with an understanding that there had been no systemmatic effort on the part of the consulting firm to establish priorities of need. They included:

- Bachelor and Master's degree programs in Public Administration (The programs could have an "interface with a Business Administration degree program serving the needs of business and industry);"
- Bachelor program in Information and Computer Sciences;
- Bachelor and Master's degree programs in Mathematics and Statistics;
- Bachelor and Master's degrees in Sociology and Psychology;
- Bachelor and Master's degrees in Economics and Accounting;
- Bachelor and Master's degrees in Social Work and Public Welfare;
- Bachelor or Master's degree in Corrections;
- Bachelor or Master's degree in Biology or Quantitative Ecology;
- Bachelor degree program in Police Science.[23]

The report also recommended the establishment of an advisory committee on educational and research programs relating to government, with the State Director of Personnel serving as a continuing member. The committee would "coordinate, initiate, recommend and evaluate courses, curricula, continuing education, internship, and research programs offered by the college to serve the needs of the state."[24] Finally, it suggested that the College

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[22] idem., p. II-2.

[23] idem., pp. II-4, 5.

[24] idem., II-1.

establish the position of coordinator of programs to serve state government, whose job it would be to maintain field contact with the Department of Personnel and interested agencies.

Three aspects of this second study are particularly germane to this report. The first is the very clear concern for and interest in a close relationship between Evergreen and the state agencies. While agency heads did not believe Evergreen should be an educational arm of state government, they were clearly excited about the possibilities for staff training and obtaining qualified graduates the college offered. For their part, they were willing to provide assistance, both direct--in the form of internships, work-study opportunities, etc.--and indirect--in the form of advice and general support. The second aspect pertains to the form of education suggested for the new school: unlike the first consultant report, in which innovation was treated in terms of its potential importance to the design of the physical campus, the second report addressed elements, such as cooperative education, interdisciplinary studies, etc., which have become a part of Evergreen's educational mode. Finally, the report spoke of a series of particular degree programs, all of which bore direct relationships to the needs of the state for highly trained professionals in certain fields. While Public Administration was at the top of the listing, others were also cited, and graduate education in several was considered essential. This third facet--the call for specific professional degree programs--has not become directly manifest in the Evergreen curriculum.

An aside may be appropriate at this point. The consulting firm was serving as a communications link between the state and the college. It was conveying concerns for different forms of education leading to

recognizable, and recognized, degree programs. It did not address the fact that many of these programs involve professional accreditation (e.g., Business Administration, Social Work, Psychology, Accounting), and to qualify for such accreditation an institution must meet requirements which may be at variance with the more general educational form that was being proposed. Problems associated with the reconciliation of the two concepts have never been resolved. In any case, Evergreen chose to offer more general liberal arts programs when it became operational.

The consulting firm returned to the matter of a curriculum for Evergreen in supplemental reports presented at a later date. One, dated October, 1968, concerns teacher education at Evergreen.

As observed earlier, when the Legislature authorized the establishment of the College, it extended to it the same authority to offer specified degree programs as had been extended earlier to the other state colleges. Evergreen was authorized, therefore, to award the BS and BA degrees, and the Bachelor of Arts in Education (BAEd) at the undergraduate level and the MS and MA and Master of Education (MEd) at the graduate level. The statute also authorized Evergreen (in keeping with the other public institutions) "to train teachers and other personnel for whom teaching certificates or special credentials prescribed by the state board of education are required . . . Provided, that the courses offered in all of the aforesaid training are approved by the state board of education".[25] The question of teacher education programs, accordingly, was an important concern at the time of Evergreen's founding.

The October, 1978 report noted that one of the chief functions of a State college was the provision of trained personnel for the common

[25] H.B. 596, Chap. 47, Laws of 1967, Sec. 17. NOTE: In 1975, as part of a statute extending the degree-granting authority of the state colleges, the authority for Evergreen to offer graduate degree programs was repealed. However, Evergreen's authority to offer the BAEd, teaching degrees generally, and, incidentally, the Associate of Arts in Nursing, was not changed. See RCW 28B.40.200 and RCW 28B.40.220, et. seq.

schools.[26] The purpose of the study was to determine "whether or not this role will be expected to continue uniformly for all state colleges and to what extent Evergreen's curriculum should emphasize teacher education."[27] Its major conclusion was that the demand for teachers during the 1970's would level off, possibly decrease, and Evergreen's teacher education program should relate to "unique, special and regional needs rather than to respond merely to quantitative demand."[28] The study did not elaborate further on this recommendation.

Up to this time there was uncertainty about the direction the program was to take at Evergreen. Some leaders were speaking of the need for innovation and nontradition at the new institution, and others were speaking of educational programs leading to particular degrees. Still others were speaking of both. Attempts to reconcile these opinions were in evidence, but the nexus was invariably vague. It was about this time, August, 1968, that Evergreen selected its first President, Dr. Charles McCann; it was under his leadership that the present direction was established and the curriculum that was to characterize Evergreen was conceived.

McCann's early comments about the curriculum reflected his conviction both that the college should be a rigorous teaching institution and that it should take advantage of its opportunity to emphasize state government.[29] He expressed his interest in the Arthur Little study that was then in progress. He also stressed it was not the intent of the Legislature that Evergreen should be "just another four-year college."[30]

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[26] Little, Inc., "Report of a Study of Teacher Supply and Demand in Washington State," October 11, 1968.

[27] idem., p. 1.

[28] idem., covering letter, dated October 11, 1968.

[29] Daily Olympian, August 15, 1968.

[30] Tacoma News Tribune, December 12, 1968.

By October the direction the college would take appears to have been shaped more firmly. It became evident that President McCann was speaking of a learning experience in which students would not pursue a major, as such. Degree titles beyond the Bachelor of Arts would not be employed. Students would pursue study units (in contrast with the quarter credit based on classroom learning), with 36 required for graduation. There would be a work study program. The curriculum would change constantly, with students having a voice in the determination of course and seminar offerings. The college would eschew intercollegiate athletics. Students would be required to take seminars during the early years of their college work, and they would be directed toward self-study tutorials. Tenure would not be employed, nor would the college encourage fraternities and sororities. The school would strive toward graduate studies, as a long-term goal, but the graduate degree program would not duplicate specialized programs offered at other institutions. Among the conventional aspects of the Evergreen approach would be the use of quarter-length terms and an emphasis on social studies and a broad education.[31]

In January, 1969, the College entered into a supplemental arrangement with A. D. Little, Inc., for assistance in formulating a general conceptual model for the undergraduate studies program. More specifically, the consultant was to assist in:

> The formulation of a general model of the academic program at Evergreen, including a consideration of allocation of faculty time for instruction, preparation of materials, counseling, advising, research, etc., as required to meet the unique problems arising out of the innovative programs and educational goals being studied and considered at this time.[32]

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[31] Daily Olympian, December 12, 1968.

[32] February 17, 1969 letter from A. D. Little, Inc. to president McCann.

The consultant report proceeded from Dr. McCann's concern for a "process" environment, one that would be "pluralistic, highly flexible, adaptable and evolving; which questions all traditional practice."[33] It spoke of a dual curriculum, one with a "programmed framework and an open-ended framework;" the curriculum would pay special attention to "the influence of the college's location, contemporary problems, and the special goals, interests, and motivation of its students and faculty."[34] In terms of emphases, the report spoke of a "program direction in the initial phase which would emphasize urban and governmental studies, studies in the impact of urbanism on the natural environment, the natural and social sciences and general education studies which would aim at an integration of east-west-pacific rim points of view."[35] Both frameworks, however, would change continually.

Overall, the report described a study curriculum in terms that were rather general. In retrospect it is unclear whether the proposed concept described the directions Evergreen subsequently took (with the exception of the references to urban and governmental studies) or a dual track approach (programs in disciplines offered in parallel with more unconventional alternatives) that was not pursued.

In terms of the effects of the curriculum under consideration on resources necessary to initiate studies at Evergreen, the consultant concluded as follows:

> Within the framework of our assumptions and the existing guidelines in Washington, TESC could accommodate a large student population oriented to experimentation, using large blocks of seminar instruction, with a ten percent increase in state inter-institutional budgeting guidelines.[36]

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[33] April 18, 1969 memorandum from A. D. Little to President McCann, p. 1.

[34] idem., p. 3.

[35] ibid.

[36] May 13, 1969 Memorandum from A. D. Little, Inc. to President McCann.

The report added that these costs did not include the financial requirements for support services.

A final call for at least one more-or-less conventional program occurred in February, 1969, when the Chairman of the Senate Higher Education Committee called upon the College to offer a degree in Police Science.[37]

The educational concepts suggested by President McCann were worked out in greater detail during a two-day workshop among faculty, administrators and consultants in Olympia, in June 1969. Not long after, at the ground-breaking ceremony (June 10,1969) the Governor spoke of the need for a new type of institution, and Senator Sandison said the college should avoid the mistakes of other four-year colleges. Sandison's remarks may have had a prophetic ring: he warned the audience, "There will be things happening which you won't understand and don't like."[38]

D. Planning the Enrollment Level

The final element in the sequence leading to the establishment of Evergreen was determining the enrollment level at which the school would be operating, so that program planning could proceed, faculty and administrative staff could be hired, and the physical plant could be developed. The consulting firm, A. D. Little, Inc., was concerned with this aspect as well as the others mentioned previously. Thus, according to the firm's report: "The estimated enrollments over a planning period of six to twelve years directly affects the capital and operating estimates, as well as the site and facility planning for the college, in both general concept and

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[37] Daily Olympian, February 7, 1969.

[38] Olympia News, June 12, 1969.

detail, forming the basis of the first series of planning decisions."[39]

The enrollment projections giving rise to the initial decision to establish the college, prepared by Nelson and Associates under the auspices of TACPHE, were mentioned earlier. To briefly recap, when TACPHE presented its report to the Legislature and Governor in 1966, it was operating on an assumption that there would be a shortage of college places at the lower division by 1970, and across the higher educational spectrum by 1975, requiring sufficient new space to accommodate approximately 9,800 additional students by that year.

Once the decision was made to establish a new college, it was apparent that more detailed, institution-specific, forecasts would be required for the planning effort. Prior to the consultant's report, speculations on the likely size of the school varied, but all were to prove high. Shortly after the Board of Trustees was appointed, Chairman Trueman Schmidt reported to the Legislative Budget Committee and TACPHE that the Board hoped the enrollment would reach 6,000 students by 1977. His statements also suggested that the Board was considering the optimum size of the institution as "significantly in excess of 6,000 if another state college is not established and if the funding is available."[40]

It seems evident that Washington higher education in general was still operating on the assumption of large numbers of high school graduates unable to find places in the State's colleges and universities in the

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[39] Little, Inc., "Enrollment Projections for 1971-1980," Special Report III to the Trustees, Evergreen State College, Preface. NOTE: It is worthy of note that the consultant based the initial estimates of faculty resource requirements on a student body mix that included both conventional and unconventional students. The estimates were premised on scenarios of conventional-unconventional mixes of 80%-20%, 50%-50%, and 20%-80%.

[40] Daily Olympian, January 19, 1968.

mid-1970's. In an interview with a reporter from the University of Washington Daily, then Vice-President Frederick Thieme of the University stated: "The new college is so important because by 1977 we are going to have about 10,000-20,000 graduating seniors wanting space in a college or university in Washington who won't be able to get in because there won't be enough space. Without the new college it would be much worse."[41] Finally, still in advance of the consultant report presented in September, representatives of Evergreen were speaking at public meetings on the new college of an opening day class of about 1,000 students, with plans to grow at the rate of about 1,000 students annually, to a total capacity of 10,000.[42]

Projecting enrollments for Evergreen, in that it would be an entirely new institution with no enrollment history or base from which to extrapolate, was an art form even more exotic than enrollment projecting is normally. The analysts queried a statistically-valid sampling of high school and community college students to determine the percentage planning to enter one of the state colleges. From this they determined the percentage likely to attend Evergreen. (The consultants based this percentage on the distance factor, assuming a high correlation between the distance from the student's home and the college of choice. This normally valid assumption, however, did not consider the unique Evergreen program, which, as events were to show, probably served as an intervening variable.)[43] As an additional check, the consultants compared their projections for Evergreen with the enrollment experiences in several new four-year colleges in

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[41] January 26, 1968.

[42] Shelton-Mason County Journal, June 20, 1968, reporting on an appearance by Dean Clabaugh of Evergreen before the Shelton Chamber of Commerce.

[43] See Footnote #41, Supra.

California. (It is very likely that the TESC program variable proved to be an intervening consideration in this comparison as well.)

The consulting firm posed three alternative forecasts. A fourth estimate was based on an assumption of a reduced draw for Evergreen during the initial phases. The first alternative was a low estimate derived from the medium projections for the state colleges by the Population and Research Division in OPP&FM (now Population and Enrollment Studies in the Office of Financial Management--OFM). The second was a medium projection based upon the rate at which the high school population would increase and seniors would attend college. The third was a high projection keyed to the net transfer of students into the state college system. The fourth projection related to the second (or medium), and, again, involved assumptions about the actual share for Evergreen during the initial stages. The fourth estimate was employed by the consultant as the basis for the facility planning report the firm subsequently developed.[44]

The three basic estimates for the subject years were as follows:

	I (Low)	II (Medium)	III (High)
1971	1715	1771	1771
1972	2984	3120	3143
1973	4379	4612	4698
1974	5949	6344	6612
1975	6187	6771	7052
1976	6439	7066	7479
1977	6679	7448	7930
1978	6918	7828	8402
1979	7155	8227	8898
1980	7393	8637	9394

Source: A. D. Little, Inc., idem., p. 6.

In deriving its fourth, or working, projection, the firm utilized four additional assumptions, as follows (applying to the medium projection):

[44] Little, Report III, op. cit., p. 3.

1. Sixty percent of the total potential the first year and reaching full potential by 1975;

2. Sixty percent of the total potential the first year and reaching full potential by 1978;

3. Eighty percent of the total potential the first year and reaching full potential by 1978 (sic., probably should be 1975);

4. Eighty percent of the total potential the first year and reaching full potential by 1978.[45]

The resultant figures were the following:

	No.1	No. 2	No. 3	No. 4
1971	1063	1063	1417	1417
1972	2060	1979	2590	2550
1973	3295	3069	3954	3840
1974	4756	4306	5455	5230
1975	5714	4961	6128	5754
1976	6494	5644	6709	6285
1977	7190	6394	7262	6866
1978	7748	7190	7748	7470
1979	7872	7896	8183	8040
1980	8637	8540	8637	8589

Source: idem., pp. 7 - 8.

These figures were converted to FTE's, and in its report on facilities planning the firm assumed as follows:[46]

1971	1200 (FTE)
1973	3500
1975	5600
1977	6900
20th Year	12000

It was on this basis that administrators at the institution were operating during subsequent reports on the status of planning at the institution. Thus, in June, 1969, President McCann reported an anticipated opening day enrollment of 1,200, with total enrollment expected to grow to 12,000 by the mid-1980's. (The total figure in this case is somewhat

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[45] idem., p. 6.

[46] A. D. Little, Report V, "Facility Requirements for Preliminary Planning and Capital Budgeting," September, 1968, p. V-4.

ahead of the year anticipated by the consultant firm.)[47] The total enrollment level was subsequently increased by one administrator meeting with businessmen in Centralia in September when he indicated a potential enrollment level of 12,000 at the school by the year 2010.[48]

The 12,000 enrollment level figured heavily in Evergreen's early facilities planning. The capital development plans developed for Evergreen in 1968 and 1969 utilized the consultant's enrollment studies. Phase I of the master plan was completed in September, 1968 and cited a construction program which would result in an institution with a capacity to accommodate 12,000 students.[49] Phase II (1969) also keyed to the 12,000 figure.[50] The development plans were divided into four phases with the final phase to be initiated in 1975-77.

The four phase capital development assumption of the consultants was reflected in Evergreen's original long-range capital plan submitted in support of the 1969-71 capital budget. Evergreen's 1971-73 capital budget also refers to this plan as follows in the cover letter signed by then President Charles J. McCann: "Our original long-range capital plan, submitted in fall, 1968, projected construction in four phases, the fourth calling for a 12,000 full-time equivalent student capacity. Our current request and improvement program are consistent with that plan deviating only in the respect that, in view of reduced 1969-71 funding and other factors, we now anticipate construction in five or six phases." Further in the request the following reference to original projections occurs: "The demographic section of the Office of Program Planning and Fiscal Management

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[47] Seattle Post-Intelligencer, June 10, 1969.

[48] Centralia Chronicle, September 9, 1969.

[49] Durham, Anderson and Freed Architects, and Quinton Engineers, "Master Plan. Phase I, The Evergreen State College," 1968, p. 49.

[50] Durham, Anderson, and Freed Architects, and Quinton-Budlong Engineers, "Development Plan, Phase II Studies," 1969, pp. 11 and 59.

accepted and endorsed the projections created for Evergreen by Arthur D. Little, Inc. and published in Special Report No. III to the Board of Trustees. The college consistently used those projections through mid-April, 1970." (Enrollment figures are then cited illustrating an opening enrollment of 1,200 reaching 6,900 by 1977.) Later in the document, Evergreen outlines revised projections with a smaller opening enrollment but with a total projected enrollment of 7,000 by 1977-78.[51] It is evident from the above that as late as 1970 the 12,000 capacity target was being used by Evergreen in its capital planning. It is apparent that persons associated with the institution, as well as those in state government, were operating on assumptions of considerably higher enrollment levels than were to materialize, at least within the expected time-frame, during the critical planning period for the school. Evergreen's 1978-79 enrollment level (estimated annual average) is 2,200 headcount, and 2,104 FTE.

The optimism expressed by the initial planners influenced early capital development and operational planning, leading in part to the presently higher per student cost pattern of the institution. The contrast with current declining enrollment levels lends increased impetus to this study.

It might be fairly easy, in retrospect, to be critical of persons within the State, the institutions, and the various consulting firms who were making enrollment predictions of the type underlying Evergreen's planning efforts in the late 1960's. The problems, however, were not confined to the State

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[51] The Evergreen State College, Capital Budget Plan, 1971-1977, August, 1970.

of Washington; rather, projections of continued enrollment pressures, based largely on straight-line extrapolations of postwar enrollment growth were common in every state, and in virtually every institution. The capital expansion and new institutional developments were national phenomena, and the leveling of the enrollment growth curves that became apparent during the early 1970's affected other states in a manner similar to its effect on Washington. While future repetitions of the 1960's scenario are not beyond the realm of possibility, one can take some assurance that both the demographers and the institutional research personnel learned a lesson, and population and enrollment projections have in recent years proceeded from a more sophisticated methodology-- one involving periodic reexamination of trend lines.

CHAPTER II

THE REGION AND ENROLLMENTS

The demographics, rural/urban distribution, income and educational attainment, for the southwest region are comparable to those for the remainder of the state, exclusive of King County. College participation rates for this region are below those for the remainder of the state, and the rate at which high school graduates enter public four-year schools has also remained below the statewide figure. Early enrollments at Evergreen were less than expected, although a difficult economic climate within the state and decreased college participation rates generally were felt by all institutions. Evergreen has a higher proportion of older students than other institutions. It also has a higher percentage of non-resident students. There is evidence of a strong potential for the College to increase enrollments through services to southwestern Washington counties (including lower Puget Sound). This potential, if realized, could bring Evergreen's enrollment level to a point where its resources could be fully utilized and its total unit costs reduced.

A. The Region

The location of The Evergreen State College was referred to in the original campus master plan as "within the rapidly expanding Seattle-Tacoma-Olympia area, the Olympic Peninsula and Southwestern Washington."[1] While the institution has an immediate service focus on the south Puget Sound area, it is considered the primary instrument to provide regional service to the thirteen western and southwestern counties of the state.[2]

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[1] Durham, Anderson and Freed, op. cit., page 8.

[2] CPE, "The Coordination of Off-Campus Instructional Services in Washington," November, 1978.

The descriptive characteristics of the greater southwest Washington region comprise a composite of the counties of Clallam, Jefferson, Grays Harbor, Mason, Kitsap, Pierce, Thurston, Pacific, Lewis, Wahkiakum, Cowlitz, Clark, and Skamania. These thirteen counties extend from west of the Cascade Mountains to the Pacific Ocean and south from the Olympic Peninsula and Tacoma to the Oregon border.[3]

Although Evergreen is located geographically closer to King County than to some of these thirteen counties, King County has been treated distinctly because it provides considerable numbers of students to all of Washington's public four-year institutions and, in fact, cannot be readily associated with the southwest regional service area. At the same time, however, Evergreen is the closest four-year public institution to Seattle not actually located in that city. Its proximity to Seattle (sixty-six freeway miles) brings the southern portion of that city and all of South King County within at least one definition (one hour's drive) of reasonable commuting distance.

In view of King County's influence on enrollments, as well as state demographics generally, material is provided for the region in relation to the state as a whole and for the state exclusive of King County.

Urban - Rural Distribution - Evergreen's service area is approximately 62 percent urban, according to 1970 census data. This compares to a statewide average of 73 percent urban. When King County (92.5 percent urban) is excluded, the remainder of the state is 64 percent urban, approximately

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[3]Throughout this section these counties are collectively referred to as Evergreen's immediate geographic service area.

the same as southwest Washington. Composite figures sometimes can be misleading, and it is important to note that only Pierce and Clark Counties exceed the non-King state average. According to the census, three of the remaining eleven southwestern Washington counties (Grays Harbor, Cowlitz, and Thurston) are over 50 percent urban and the other eight counties are predominantly rural. The concentration of population in major cities of Seattle, Tacoma, Spokane and Everett results in over half of Washington's counties being classified as rural, so Evergreen's regional mix of urban centers and several rural counties is not unusual.

Population and Income - According to 1976 figures, southwest Washington accounts for 30.0 percent of the 1976 total state population and 44.0 percent of the population in counties other than King. Conversely, all other counties together account for 38.1 percent of the State's total population and 56.0 percent when King County is included. This 44.0 percent of the population (again, exclusive of King County) accounts for 44.9 percent of the total personal income of the State. The calculated 13 county composite per capita income is $6,400. This income level is slightly higher than the average, $6,290, for all counties other than King. The King County average of $8,055 raises the overall statewide figure to $6,853.[4]

Educational Attainment - The educational attainment level of the population 25 years of age and older in the 13 counties can also be considered, in the context both of the State as a whole and of the State less King County. Table II-1 illustrates the various educational attainment levels based on the 1970 census.

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[4]Washington State Department of Revenue, "Revised Personal Income Estimates for Washington State," September, 1978, pp. 4-6.

TABLE II-1

Educational Attainment

	High School*	1-3 Years College**	4 or More Years College
Southwest Washington	59.8%	22.0%	9.5%
All Other Counties (less King County)	61.2%	25.3%	10.8%
King County	69.0%	33.6%	17.3%
Washington State Total	63.5%	27.2%	12.7%
Washington Less King County	60.6%	23.9%	10.3%

SOURCE: 1970 Census.

* Includes columns 2 and 3.
** Includes column 3.

The table suggests that the educational attainment of southwest Washington residents (according to 1970 figures) is slightly below the other counties less King County in high school completions and substantially below in college participation.[5]

Public Postsecondary Participation - Direct participation of high school graduates in Washington public two- and four-year institutions is another component in the measurement of educational service and attainment.

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[5] The timing of the 1970 census, given the subsequent establishment of Evergreen, is such that these figures should be viewed with extreme caution. A more accurate assessment will have to await the 1980 census. As they appear here, these figures contribute more to a case for the maintenance of a public four-year college in the area than to any assumptions about how well that college may or may not be fulfilling its mission.

Table II-2 is based on the fall, 1977 entrances of spring, 1977, high school graduates from southwest Washington and other regions.

TABLE II-2

Entrances to Public Institutions of Higher Education

	High School Graduates	Four-Year Institutions(%)	Two-Year Institutions(%)	Total (%)
Southwest Washington	15,535	1,725 (11.1%)	3,650 (23.3%)	5,375 (34.6%)
King County	15,937	3,474 (21.8%)	3,973 (24.9%)	7,447 (46.7%)
All Other Counties	19,413	3,216 (16.6%)	4,898 (25.2%)	8,114 (41.8%)
State Total	50,885	8,415 (16.5%)	12,521 (24.6%)	20,936 (41.1%)
State Less King County	34,948	4,941 (14.1%)	8,548 (24.5%)	13,489 (38.6%)

These participation rates do not fully illustrate the total number of high school graduates going on to college, since no figures are available on either private or proprietary entrances or entrances in institutions in other states. It may be assumed, however, that the majority of high school graduates entering college are included in the figures shown.

As is indicated on Table II-2, southwest Washington community college entrants from high school are close (within 1.5 percentage points) to the State average. Direct entrants to public four-year schools from the thirteen west and southwest counties are considerably lower than other counties combined. This is not a new phenomenon. Table II-3 provides comparative data on the percent of high school graduates entering public four-year schools since fall, 1971.

TABLE II-3

Percent of High School Graduates Entering Public Four-Year Institutions

	1971	1972	1973	1974	1975	1976	1977
Southwest Washington	13.5%	12.0%	11.7%	12.3%	11.7%	10.7%	11.1%
King	27.6%	25.0%	23.7%	23.4%	22.5%	21.7%	21.8%
State Average	19.7%	18.1%	17.4%	17.5%	16.8%	16.1%	16.5%
State Less King County	16.6%	15.0%	14.6%	14.7%	14.2%	13.4%	14.1%

As shown, the level of direct participation from high school has declined in all regions. Of perhaps greater significance is the rate of decline. In southwest Washington the rate has declined by 18 percent, approximately the same as King County. This compares to a State average decline of 16 percent (14 percent excluding King County). It seems evident that the existence of a new four-year institution serving southwestern counties has not served either to reduce the rate of decline or increase participation directly from high school. As a subsequent table will show, Evergreen's entrants from all Washington high schools have declined from 395 when it opened in 1971 to 53 as of fall, 1978.

The following observations are based on the preceding figures:

-- The southwest region is mixed urban/rural with three population centers - Tacoma, Vancouver, and Olympia/Lacey/Tumwater.

-- When King County is excluded, the region comprises over 40 percent of the State's population and maintains a slightly higher income level than averages of the other portions of the State.

-- The region has a favorable high school dropout rate and is close to all counties other than King in high school completion.

-- Participation in public higher education by current high school graduates is less than for other regions of the state. Although the region is similar in numbers of community college entrants, public four-year institution entrants from the southwestern high schools are significantly less, and the decline in participation since 1971 has been greater than in other regions of the state.

B. Historical Enrollment Pattern of Evergreen

The early optimism concerning the enrollment growth potential of The Evergreen State College was reflected in operational planning efforts through the 1971 Legislative Session. As noted, the 12,000 student enrollment objective was still being used as late as 1970 in support of Evergreen's 1971-73 capital budget request.

The 1969 Legislature appropriated funds for the new college to hire an initial corps of faculty and additional administrative staff "to plan and develop the college physical plant, the organizational structure and the instructional program, in preparation for its opening during the 1971-73 biennium with an estimated 1,200 full-time equivalent students."[6] Evergreen's initial planning faculty were hired with funds appropriated by the 1969 Legislature. After assessing likely demands on the beginning institution, with a curriculum based on a nontraditional approach, the planning faculty recommended that the initial student body be limited to 800 students.[7] At this time (1970) the state was beginning to feel the

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[6] State of Washington, "1969-71 Biennium Budget", 1968, p. 425.

[7] 1970 Council on Higher Education Enrollment Report.

effects of an economic recession accentuated by the federal decision to suspend work on the SST project by the Boeing Company and the decline in commercial air travel.

In reviewing the economic situation and its likely effects on the State's higher education institutions, the then new Council on Higher Education recommended a series of measures designed to produce an orderly response to student enrollment pressures. Recognizing the potential long-term effects of the suggested one-third reduction in opening enrollments, the Council recommended that Evergreen begin with 1,000 students, with another 1,000 increase in 1972-73.[8] This recommendation was subsequently employed in the Governor's 1971-73 request and by the Legislature in its appropriations for The Evergreen State College.

The second year enrollment figure was subsequently modified by the 1972 Special Legislative Session to reflect a somewhat reduced rate of growth in view of the State's fiscal condition and the enrollment declines at the older state colleges. At the same time, Evergreen's enrollment was exceeding initial estimates, and waiting lists were necessary. Actual 1971-72 enrollment was 1,090, ninety more than budgeted. The 1972-73 enrollment totalled 1,952, close to the original forecasts and in excess of the amount encompassed through funds provided by the 1972 Legislature. This rather traumatic period is well summarized by Dr. Edward J. Kormondy, in Evergreen's 1974 self-study report:

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[8] Ibid.

The First Two Years

> The original enrollment growth and ultimate size projections for Evergreen called for some one thousand students a year reaching a total population of some 12-13,000 students plus 600-650 faculty in the early 1980's. Thus, as the first year's instruction was underway, the selection of an additional 45 faculty and recruitment of nearly an additional thousand students was also underway. The first year was one full of joys countered by tribulations, of dreams rectified by reality, of commitment to a cause accompanied by personal sacrifice, and of the ambiguity that accompanies exploration. It was a time which few would or could again withstand, but would never exchange--Evergreen had come to be. ...
>
> Year two started well -- a month-long orientation and planning period involving the first year and new faculty paid off in better designed programs; ...
>
> But, mid-year brought an abrupt challenge: legislative intent for a much slowed growth, an action reflecting the downward shifts in enrollment nationally and in several of the Washington State colleges particularly. The most immediate impact was on administrative structure with the imperative of a streamlined and thinner administration. This event was a test of many things, and particularly of Evergreen's primary educational goals and governance: both not only survived the test, they appear to have been strengthened. ...[9]

In 1973, the Governor and the Legislature were faced with continued fiscal austerity as the State began its recovery from the recession of the previous two and one-half years. Higher education shared in the problems, with its troubles accentuated by a decline in college attendance among the 18-24 year old population of the State. The 1973-75 biennial budget notes that, "In 1971, public university and college enrollments as a percentage of population ages 18-24 was 16.6%. This measure declined to 16.4% in 1972."[10] The budget projected participation to return to the 16.6% rate by 1974. Of note to Evergreen was the continued assumption that "The

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[9]The Evergreen State College, "Self-Study Report", March, 1974, p. 8.

[10]State of Washington, 1973-75 Biennial Budget, 1972, p. 439.

Evergreen State College has been assumed to grow at a slower rate of growth than previously planned."[11] In fact, 1973-75 represented a high-water mark for Evergreen in terms of fall full-time equivalent (FTE) enrollment. Although headcount and average annual FTE enrollment continued to increase through 1976, fall FTE enrollment declined after the 1974-75 academic year.

While 1973-75 saw continued growth at Evergreen, the actual levels were below those projected for the institution. And although 1973-75 actuals were less than projections, continued growth was forecast for the institution. Table II-4 provides a year-to-year comparison of budgeted and actual enrollments for The Evergreen State College. The figures indicate a continued optimism in terms of the growth potential of the institution, a potential which has not yet been realized.[12]

Evergreen itself contributed somewhat to the optimistic outlook. In February, 1977, then President McCann strongly argued for a 1977-79 enrollment level of 2,550 FTE the first year and 2,700 FTE in 1978-79. Dr. McCann cited service to part-time students, cost effectiveness, sound internal academic management, and "policy in fulfilling an important part of our mandate to serve Southwest Washington."[13] The final enrollment levels set for Evergreen for 1977-79 were 2,500 and 2,600, lower than the college anticipated. The current estimate for 1978-79 is slightly over 2,100 FTE students.

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[11] Ibid.

[12] This comparison is not intended as criticism of those responsible for making the projections or of those who reviewed and concurred in the use of the figures for budget purposes. Within the context of the times in which they were made, the projections were reasonable.

[13] Letter to Orin Smith, February 25, 1977.

TABLE II-4

Comparison of Budgeted and Actual Enrollments
The Evergreen State College
1971 - 1979

	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Projected 1971-73 Budgeted[1]	1,000	2,000						
Revised 1972-73 Budget		1,750[2]						
Actual	1,090 (+9.0%)	1,952 (+11.5%)						
Projected 1973-75 Budget			2,350[3]	2,670				
Actual			2,159 (-8.1%)	2,279 (-14.6%)				
Contract 1975-77 Budget[4]					2,499	2,719		
Actual					2,383 (-4.6%)	2,399 (-11.8%)		
Contract 1977-79 Budget							2,500	2,600
Actual Preliminary Estimate[5]							2,303 (-7.9%)	2,104 (-19.0%)

[1]1971-72 amount recommended by Council on Higher Education. Budget assumed a 1,000 enrollment growth per year.

[2]Reduced in supplemental budget.

[3]Cited in budget as "The Evergreen State College has been assumed to grow at a slower rate of growth than previously planned."

[4]1975-76 and subsequent figures reflect average annual full-time equivalents. Prior data are headcount based.

[5]Based on fall 1978 using fall 1977 to 1977-78 average annual FTE as the relationship.

C. Evergreen's Enrollment Characteristics

Table II-5 provides a detailed view of enrollments at The Evergreen State College since its opening in fall, 1971. A comparision of these enrollments with those of other institutions, particularly Central, Eastern, and Western Washington Universities, indicates interesting differences, as well as some similarities. For example, Evergreen manifests the highest undergraduate median age (23.6 years) of the public four-year schools. Evergreen has the highest percentage of its total students classified as non-residents, and it is extraordinarily high in the proportion of non-resident freshmen. At the same time, Evergreen has the highest rate of decline in non-residency status as class standing increases. Although data reporting problems may be one cause, Evergreen also appears to have the highest proportion of freshmen enrollment and the lowest proportion of senior enrollment in the total student body, although it reports the highest proportion of upper division credit hours.

There are other areas in which Evergreen's enrollment patterns run to the lower extreme in comparison with other institutions. It receives the fewest, in number and percent of enrollment, of entrances from Washington high schools; it has the lowest number of transfers in (although it is about average in percentage of enrollment from transfers); and has the lowest number of transfers out among these institutions. At the same time, past studies have shown it has one of the highest percentages of transfers in compared to transfers out.

Other areas show that significant change has occurred over the past eight years. Evergreen has moved from the institution with the lowest

TABLE II-5

The Evergreen State College
Fall Enrollment Data, 1971 - 1978

	1971	1972	1973	1974	1975	1976	1977	1978	Change 1977-78
HEADCOUNT	1,178	2,035	2,327	2,446	2,507	2,636	2,544	2,322	- 222
A. Resident	1,001	1,616	1,746	1,979	2,032	2,113	2,041	1,786	- 255
Nonresident	117	419	581	467	475	523	503	536	+ 33
B. Source:									
Transfers	534	431	321	358	374	431	359	339	- 20
Retentions	0	777	1,287	1,280	1,234	1,137	1,209	1,093	- 116
High School	395	326	172	133	94	79	65	53	- 12
Military	18	11	6	3	2	4	3	4	+ 1
Out of State	61	209	259	205	224	210	227	254	+ 27
Other New Students	170	281	271	440	561	749	629	535	- 94
Former Students	0	0	11	27	18	26	52	44	- 8
C. Credit Hour Load:									
16 SCH	1,103	1,948	2,203	2,347	2,290	2,070	1,975	1,785	- 190
12 SCH	0	0	0	12	20	74	95	100	+ 5
8 SCH	0	0	0	1	41	261	226	210	- 16
4 SCH	75	87	124	86	156	231	248	227	- 21
D. Median Age:									
Undergraduate	19.2	20.3	20.7	21.4	22.1	23.0	23.4	23.6	+ .2
E. Percent Female:									
Undergraduate	41.7%	44.1%	47.2%	47.6%	48.7%	50.5%	50.2%	50.7%	+ .5%
F. Percent Receiving GI Bill Benefits*	NA	NA	9.0%	12.0%	13.0%	13.0%	10.5%	6.8%	- 3.7%
STUDENT CREDIT HOURS	16,820	29,655	35,744	38,048	37,844	37,436	36,068	32,972	-3,096
Lower Division	10,845	12,445	15,084	15,028	13,680	14,496	13,972	12,804	-1,168
Upper Division	5,975	17,210	20,660	23,020	24,164	22,940	22,096	20,168	-1,928
SCH/HC Students	14.28	14.57	15.36	15.56	15.10	14.20	14.18	14.20	+ .02
FTE STUDENTS	1,121	1,977	2,383	2,537	2,523	2,496	2,405	2,198	- 207

*FTE students.

proportion of part-time students to a level similar to that of Eastern and Western. It has also changed from having one of the highest percentages of students receiving veterans benefits to one of the lowest; this element was probably affected by current disputes and litigation with the U.S. Veterans Administration. In nearly the only area where Evergreen's pattern is similar to the regional universities, the percentage of female enrollment has risen from the mid-40 percents to over 50 percent, approximately the same as the other institutions.

Admissions data also show significant differences between Evergreen and the regional universities. Table II-6 provides information on freshman and transfer applications and actual admissions by each four-year institution for 1977 and 1978. Based on the data reported, Evergreen appears to be more selective in admissions than other institutions, admitting fewer than 60 percent of those applying for freshman status and 74 percent of transfers. This compares with an over 90 percent freshman admission rate and an 87 percent transfer admission rate for the three regional universities. Additional information provided by the institution indicates that the major reason for the apparent "selectivity" is incomplete applications. As Table II-6A indicates, Evergreen is the only public four-year institution in the state which requires a supplemental application form. This added form, discussed later, is likely to be the primary reason for the low ratio of admissions to applications.

Nonresident Students - The Evergreen State College attracts substantial numbers of non-resident students. As of the current fall term, 536 students (23 percent of total enrollment) classified as nonresidents for fee-paying purposes, an increase of 33 over the previous fall.

TABLE II-6

Fall Term Applications and Admissions
As of September 15, 1977 and 1978

	Freshmen				Transfer			
	1977		1978		1977		1978	
	Applied	Admitted	Applied	Admitted	Applied	Admitted	Applied	Admitted
UNIVERSITY OF WASHINGTON								
- Number	9,137	7,221	9,722	7,198	7,296	5,292	7,120	4,234
- Percent		79.0%		74.0%		72.5%		59.5%
WASHINGTON STATE UNIVERSITY								
- Number	7,304	6,437	6,985	6,578	2,889	2,306	3,142	2,260
- Percent		88.1%		94.2%		79.8%		71.9%
CENTRAL WASHINGTON UNIVERSITY								
- Number	2,230	2,185	2,529	2,484	1,649	1,596	1,540	1,501
- Percent		98.0%		98.2%		96.8%		97.5%
EASTERN WASHINGTON UNIVERSITY								
- Number	2,074	1,855	2,321	2,100	1,458	1,322	1,541	1,373
- Percent		89.4%		90.5%		90.6%		89.1%
WESTERN WASHINGTON UNIVERSITY								
- Number	3,891	3,462	4,229	3,663	2,374	1,850	2,599	1,882
- Percent		89.0%		86.6%		77.9%		72.4%
THE EVERGREEN STATE COLLEGE								
- Number	479	297	501	288	894	659	808	634
- Percent		62.0%		57.5%		73.7%		78.5%
THREE REGIONAL UNIVERSITY TOTALS	8,195	7,502	9,079	8,247	5,481	4,768	5,680	4,756
- Percent		91.5%		90.8%		87.0%		83.7%
OVERALL TOTALS	25,115	21,457	26,287	22,311	16,650	13,025	16,750	11,884
- Percent		85.4%		84.9%		78.6%		71.0%

SOURCE: Institutional Admissions Reports.

TABLE II-6A

1978-79 MINIMUM UNDERGRADUATE ADMISSION REQUIREMENTS
WASHINGTON FOUR-YEAR PUBLIC INSTITUTIONS

	Grade Point Average	Tests*	Academic	Supplementary Application Forms
UW	GPA must predict 2.0 or higher at the UW. (Average GPA for freshmen entering from high school in fall, 1977 was 3.35; for advanced students, 3.03.) Grades and test scores together determine probabilities of achieving a GPA higher than 2.0. Offers of admission go first to those with the highest probabilities.	SAT, ACT or WPCT.	13 units of specified courses: 3 yr. English, 2 yr. Foreign Language, 2 yr. college-prep Math 2 yr. Social Sciences, 1 yr. Lab Science, and 3 yr. Electives from above areas.	Applicants seeking admission to the following departments or programs must complete a supplemental application: Architecture, Art, Building Construction, Business Administration, Clinical Dietetics, Communications, Computer Science, Dance, Dental Hygiene, Drama-BFA, Education, Engineering -- Aeronautics & Astronautics, Ceramic, Civil, Electrical, Mechanical & Industrial, Metallurgical; Environmental Health, Fisheries, Health Education, Landscape Architecture, Medical Technology, Music, Nursing, Occupational Therapy, Pharmacy, Physical Education/Human Movement, Physical Therapy, Prosthetics-Orthotics, Social Welfare, Speech & Hearing Sciences, Textile Science & Costume Studies, and Urban Planning.
WSU. It is the policy of WSU to admit all applicants if the total evidence (academic records, tests, recommendations, interviews) indicates a reasonable probability of success.	2.5 Freshmen 2.0 Transfers	WPCT. Applicants with 24 or more semester hrs. of transfer credit will be considered for admission on the basis of the college record alone.	None. Recommended: 3 yr. English, 2 yr. Math, 2 yr. Natural Science, 3 yr. Social Sciences; and 2 yr. Foreign Language if entering the College of Sciences and Arts.	Applicants seeking admission to the Nursing and Architecture programs must complete a supplemental application form.

*SAT = Scholastic Aptitude Test. ACT = American College Testing Service exam. WPCT = Washington Pre-College Test. Out-of-state applicants may submit ACT or SAT in lieu of WPCT.

	Grade Point Average	Tests	Academic	Supplementary Application Forms
WWU	Freshmen: 2.5 or ranking in upper half of graduating class. Transfers: 2.5 on 30 transferable credits or 2.0 on 40 credits or more.	WPCT.	None. Recommended: 3 yr. English, 2 yr. Social Studies, 2 yr. Math, 2 yr. Science, 3 yr. academic electives and 2 yrs. Foreign Language.	None.
CWU	Freshmen: 2.5 Transfers: 2.5 on 30 transferable credits or 2.0 on 40 credits or more.	WPCT required of all freshmen & transfers with less than 35 transferable credits.	None	None
EWU	Freshmen: 2.5 or ranking in upper half of graduating class. Transfers: 2.0 on 16 or more credits.	Freshmen and transfers under 25 years of age and with fewer than 36 quarter credits must complete the WPCT.	None	None
TESC	Freshmen: Upper half of graduating class. Transfers: Good academic standing at previous college. Students transferring less than 15 hrs. will be considered freshmen.	None	None	The Evergreen State College Supplemental Admissions Form (sent upon receipt of the uniform application of admission).

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Jan.1979

In discussing this aspect of Evergreen's enrollment, it is important to note the difference between persons paying nonresident fees and those who pay resident fees but whose home was outside the State prior to attending a Washington public institution of higher education. In Evergreen's case, in fall, 1977 approximately 20 percent of the student body paid nonresident fees, while an estimated 798 students or 31.5 percent were from outside the State at the time of admission. This is possible since Washington law both automatically classifies certain persons as residents (e.g., federal employees and their children and persons employed at the institutions at least 20 hours per week) and allows other nonresidents to be reclassified after one year if they meet a few basic criteria. While the law places the burden of proof on the student seeking reclassification, the criteria are relatively easy to fulfill.

Tables II-7 and II-8 provide a comparison of nonresident fee-paying enrollments among the non-doctoral schools and a review of nonresident status by student level at all four-year institutions. As indicated, Evergreen's nonresident rate is the highest, as is the degree to which the number of nonresident fee-payers drops as class level increases.

The statistics in Table II-8 should not be interpreted as a criticism of Evergreen's reclassification evaluations. Site visits and a review of files with the registrar and his staff revealed a determined effort to properly execute the law. Many cases are complex and the older the average age of the student, the greater the degree of emancipation. These factors, coupled with an effective network of student-to-student advice, probably contribute to the high rate. Numerous cases were found where

TABLE II-7

Percentage of Nonresident Students
Public Four-Year Colleges
Fall Term

	1971	1972	1973	1974	1975	1976	1977	1978
Central Washington University	3.4%	3.2%	2.7%	2.5%	2.8%	3.3%	3.2%	NA
Eastern Washington University	4.9%	5.2%	4.7%	4.3%	5.8%	5.4%	6.0%	NA
The Evergreen State College	15.0%	20.6%	25.0%	19.1%	18.9%	19.8%	19.8%	23.1%
Western Washington University	7.1%	7.7%	7.7%	7.6%	8.5%	9.0%	10.2%	8.5%

Freshmen Headcount by Residency Status
Public Four-Year Colleges
Fall Term

	1971	1972	1973	1974	1975	1976	1977	1978
Central Washington University								
Resident	2,031	1,628	1,562	1,783	1,364	1,671	1,651	NA
Nonresident	91 (4.3%)	70 (4.1%)	59 (3.6%)	48 (2.6%)	50 (3.5%)	91 (5.2%)	79 (4.6%)	
Eastern Washington University								
Resident	1,799	1,780	1,817	1,888	1,821	1,668	1,458	NA
Nonresident	125 (6.5%)	141 (7.3%)	144 (7.3%)	122 (6.1%)	142 (7.2%)	119 (6.7%)	121 (6.7%)	
The Evergreen State College								
Resident	707	743	488	667	549	505	577	486
Nonresident	107 (13.1%)	260 (25.9%)	295 (37.7%)	228 (25.2%)	263 (32.4%)	240 (32.2%)	249 (30.1%)	287 (37.1%)
Western Washington University								
Resident	2,670	2,181	1,974	2,064	2,149	2,312	2,415	2,547
Nonresident	218 (7.5%)	184 (7.8%)	164 (7.7%)	215 (9.4%)	187 (8.0%)	204 (8.1%)	210 (8.0%)	188 (6.9%)

SOURCE: Higher Education Enrollment Projections, Office of Financial Management.

TABLE II-8

Nonresident and Foreign Students by Class Level
Fall Term 1977

	Freshmen	Sophomore	Junior	Senior	Subtotal	Unclassified	Graduate	Professional	Others	Total
UNIVERSITY OF WASHINGTON										
- Number	695	633	651	399	2,378	204	2,219	287	683	5,771
- Percent of Total	(12.0%)	(11.0%)	(11.3%)	(6.9%)		(3.5%)	(38.5%)	(5.0%)	(11.8%)	(100%)
- Percent F - S	(29.2%)	(26.6%)	(27.4%)	(16.8%)	(100%)					
WASHINGTON STATE UNIVERSITY										
- Number	300	170	146	80	696	41	281	135	3	1,156
- Percent of Total	(26.0%)	(14.7%)	(12.6%)	(6.9%)		(3.5%)	(24.3%)	(11.7%)	(0.3%)	(100%)
- Percent F - S	(43.1%)	(24.4%)	(21.0%)	(11.5%)	(100%)					
CENTRAL WASHINGTON UNIVERSITY										
- Number	79	33	42	20	174	58	15	-	2	249
- Percent of Total	(31.7%)	(13.3%)	(16.9%)	(8.0%)		(23.3%)	(6.0%)		(0.8%)	(100%)
- Percent F - S	(45.4%)	(19.0%)	(24.1%)	(11.5%)	(100%)					
EASTERN WASHINGTON UNIVERSITY										
- Number	121	58	64	41	284	65	61	-	-	410
- Percent of Total	(29.5%)	(14.1%)	(15.6%)	(10.0%)		(15.9%)	(14.9%)			(100%)
- Percent F - S	(42.6%)	(20.4%)	(22.6%)	(14.9%)	(100%)					
WESTERN WASHINGTON UNIVERSITY										
- Number	210	186	152	122	670	41	224	-	23	958
- Percent of Total	(21.9%)	(19.4%)	(15.9%)	(12.7%)		(4.3%)	(23.4%)		(2.4%)	(100%)
- Percent F - S	(31.3%)	(27.8%)	(22.7%)	(18.2%)	(100%)					
THE EVERGREEN STATE COLLEGE										
- Number	249	124	83	35	491	-	-	-	12	503
- Percent of Total	(49.4%)	(24.7%)	(16.5%)	(7.0%)					(2.4%)	(100%)
- Percent F - S	(50.7%)	(25.3%)	(16.9%)	(7.1%)	(100%)					

SOURCE: Higher Education Enrollment Projection, Office of Financial Management.

the initial decision was not to grant residency but where subsequent legal advice resulted in a reversal of that decision. During the past three full academic years, the number of reclassifications has remained relatively constant, ranging from 170 to 180 per year.

Table II-9 provides a summary of students by state of origin for those students whose home address was in another state at time of admission. To the 634 students noted, should be added seventeen additional foreign students (shown on subsequent Table II-10). And to the resultant total (651) should be added the 147 students whose home address was listed as Thurston County or another southwest Washington county but who either pay nonresident fees or who indicated they came directly to Evergreen from out of state (for a total of 798).

The listing of states indicates the rather widely dispersed areas contributing students to Evergreen. Table II-9 also shows an initial heavy concentration from the West Coast, accounting for over half of the nonresidents in the first three years. The seventeen states in the upper Midwest, mid-Atlantic and New England increased their share to nearly 50 percent of the non-Washington origin states in 1977, with the West Coast declining to 28 percent.

A summary profile of nonresident students is provided in a 1975 Evergreen report, statistically updated through 1977. The report indicates that resident and nonresident previous grade point averages were similar, at about a "B" average. More substantial differences emerge in terms of economic and ethnic factors. The 1975 survey found that 42 percent of nonresident family incomes were $25,000 or above, while

TABLE II-9

The Evergreen State College
Enrollment by Other States

Name of State	1971	1972	1973	1974	1975	1976	1977
Alabama	0	2	4	0	6	4	6
Alaska	6	7	12	7	8	9	5
Arizona	0	2	3	1	8	12	10
Arkansas	0	0	0	1	1	3	1
California	36	123	215	193	154	138	116
Colorado	3	13	24	22	23	25	21
Connecticut	4	5	15	21	26	26	21
Delaware	0	1	4	3	0	0	1
District of Columbia	1	2	3	6	4	1	2
Florida	2	6	5	4	6	4	8
Georgia	0	1	2	3	4	9	6
Hawaii	0	2	3	3	2	4	3
Idaho	0	7	11	10	9	7	5
Illinois	9	24	37	41	54	58	47
Indiana	1	3	4	4	3	5	8
Iowa	1	4	7	8	4	5	4
Kansas	0	1	2	2	1	4	7
Kentucky	0	0	1	1	2	0	0
Louisiana	0	1	1	0	3	3	3
Maine	1	0	4	3	5	7	2
Maryland	0	7	19	18	19	18	17
Massachusetts	5	12	25	39	29	30	33
Michigan	0	4	7	11	9	6	10
Minnesota	4	6	19	11	9	19	22
Mississippi	0	0	0	0	0	1	1
Missouri	3	0	6	7	12	9	6
Montana	0	5	7	6	3	2	3
Nebraska	0	4	2	0	2	2	4
Nevada	1	0	0	0	0	0	0
New Hampsire	1	3	3	6	7	7	4
New Jersey	0	4	15	21	21	21	23
New Mexico	0	2	5	8	7	9	10
New York	7	21	43	59	66	54	50
North Carolina	1	2	1	1	1	1	2
North Dakota	1	1	2	1	4	3	2
Ohio	8	11	17	20	33	42	42
Oklahoma	1	2	1	1	1	1	1
Oregon	56	111	126	109	96	72	65
Pennsylvania	10	8	14	16	21	17	17
Rhode Island	1	0	0	0	1	3	3
South Carolina	0	0	1	1	0	0	0
South Dakota	0	0	0	0	1	1	0
Tennessee	1	2	1	3	1	3	3
Texas	0	5	7	10	10	14	7
Utah	1	2	3	3	6	2	3
Vermont	0	0	1	4	5	10	10
Virginia	0	9	14	11	12	8	9
West Virginia	0	1	1	0	0	0	0
Wisconsin	2	2	5	2	11	9	8
Wyoming	0	2	3	4	4	3	3
Total by Other States	167	430	705	705	714	691	634

SOURCE: Home Address, Registrar's Fall-Quarter Computer Print-out - All Years.

TABLE II-10

The Evergreen State College
Enrollment for Foreign Country

Country	1971	1972	1973	1974	1975	1976	1977
American Samoa	-	-	-	-	1	-	-
Australia	1	1	-	1	-	-	-
British Columbia	2	-	-	4	3	3	2
Canada (not B.C.)	2	3	3	1	3	3	5
Denmark	-	-	-	1	1	-	1
England	2	1	-	2	-	1	1
France	-	-	-	-	-	-	1
Germany	-	-	-	1	1	-	-
Indonesia	-	-	-	-	1	1	1
Italy	1	-	-	1	-	-	-
Japan	-	-	-	1	2	1	-
Kenya	-	-	-	1	-	-	-
Lebanon	-	-	-	1	1	-	-
Netherlands	-	-	-	-	-	-	1
New Zealand	-	-	-	-	-	1	-
Nigeria	-	-	-	-	-	-	1
Norway	-	-	-	-	-	2	1
Nysaland Rhodesia	-	-	-	-	1	1	-
Pakistan	-	-	-	-	1	-	-
Panama	-	-	-	-	1	-	-
Panama Canal Zone	1	-	1	1	1	-	1
Puerto Rico*	-	-	-	-	-	1	1
Spain	-	-	-	-	1	1	-
Sweden	-	-	-	-	-	1	1
Thailand	1	-	-	2	2	-	-
Viet Nam	-	-	-	-	-	1	-
TOTAL	10	5	4	17	20	17	17

* Categorized as foreign in this series.

SOURCE: The Evergreen State College records.

only 25 percent of resident family incomes were in that category. Conversely, 52 percent of resident family incomes were $15,000 or below as opposed to 30 percent of nonresidents. In 1974-75, 22 percent of resident students received some form of financial aid, compared to 15 percent of nonresidents.[14] By 1977-78 the percentages rose to 36 percent and 23 percent, respectively, but the difference remained.[15]

Ethnic status was another area of difference. The 1975 survey indicates that while non-white students accounted for 12 percent of resident enrollment, only five percent of nonresidents would be classified as minorities.[16] The 1978 revision suggests maintenance of about the same relationship in 1975-76, with 1977-78 data showing residents to comprise 12 percent minorities, with 9 percent of the nonresidents so classified.

A common question concerns the status of nonresident students after graduation. The following statements are quoted directly from the 1978 revised report:

STUDENTS WHO BECAME RESIDENTS WHILE AT EVERGREEN

> Out of all the students who graduated from Evergreen from December, 1974, through June, 1978, there were 214 who started out as non-residents and changed to resident status while at Evergreen. Out of these 214, we have no follow-up information on 67. Out of the remaining 147 graduates, 26 or 18% left the state after graduation (10 are attending graduate schools, of which two are working on PhD. requirements and one is working on a Fulbright Fellowship in Switzerland). Fifty-eight or 39% of the graduates are looking for work within the state. Sixty-three or 43% of the 147 graduates are employed or attending graduate schools within the state.

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[14] The Evergreen State College, "A Profile of Non-Resident Students", July, 1975, p. 2.

[15] Ibid., 1978 update, p. 8.

[16] Ibid., 1975.

NON-RESIDENT GRADUATES OF EVERGREEN

> Out of all students who graduated from Evergreen from December, 1974, through June, 1977, there were 141 non-resident graduates. Out of these 141, we have no follow-up information on 28. Out of the 113 remaining non-resident graduates, 24 or 21% are looking for work out of the State of Washington, 18 or 16% are looking for work in state, 19 or 17% are attending graduate schools outside the state, while three or 2% are attending graduate schools within Washington. Out of the remaining, 31 or 27% are employed outside the State of Washington (one is employed outside the United States), and 18 or 16% are employed within the state.[17]

As these excerpts indicate, there appears to be a greater tendency for the reclassified student to locate (or attempt to locate) within Washington than for those students who retain non-resident status.

Entrants from Washington High Schools - The problem of attracting high school graduates to Evergreen has been a continuing one for the institution since its third year of operation. The contrast is dramatic between the institution's first year, when entrances direct from high school comprised over one-third of the student body, and Fall, 1978, when this category made up less than five percent of all new entrances and an inconsequential amount of total enrollments.

As Table II-11 illustrates, the opening surge of high school graduates dropped off by nearly 50 percent in 1973 and began a steady decline to the fall, 1978 low of 53 students. The heavy early participation from southwestern Washington and King counties reflect the TACPHE assumption that Evergreen could serve a useful role in relieving some of the pressure on the University of Washington.

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[17] 1977 Update, p. 7.

TABLE II-11

Number of High School Seniors
Attending The Evergreen State College by Year
(Fall 1971 - Fall 1978) for Selected Counties

County	Fall 1971	Fall 1972	Fall 1973	Fall 1974	Fall 1975	Fall 1976	Fall 1977	Fall 1978
Thurston	63	22	21	24	16	18	7	11
Lewis	4	1	1	2	2	1	2	0
Mason	16	2	3	2	0	2	1	1
Grays Harbor	4	0	3	9	1	1	0	0
Clark	22	12	1	2	1	0	4	1
Cowlitz	6	2	2	6	1	2	1	2
Pierce	45	28	15	17	12	8	3	10
Kitsap	17	11	7	12	1	3	4	0
King	148	158	81	47	39	30	30	21
All Others	70	90	38	12	24	14	10	7
TOTAL	395	326	172	133	97	79	62	53

SOURCE: OFM, HEEP Reports.

Tables II-12 and II-13 present a different perspective. The first presents a view of which public four-year schools those west and southwest Washington high school graduates have chosen to attend. Over the seven years from 1971 to 1977, the institution most often selected was Washington State University (35.6%) followed by the University of Washington (29.4%) and Western Washington University (16.2%) over that period. Evergreen attracted only a slightly higher percentage than Eastern; since 1975, it has been behind that institution.

TABLE II-12

Southwest Washington High School Entrances
to Public Four-Year Institutions
1971 - 1977

	1971	(%)	1972	(%)	1973	(%)	1974	(%)	1975	(%)	1976	(%)	1977	(%)
University of Washington	508	25.1	619	34.1	513	29.6	508	27.5	469	26.4	406	25.4	553	32.1
Washington State University	656	32.4	545	30.1	620	35.7	785	42.4	725	40.7	626	39.1	557	32.3
Central Washington University	275	13.6	256	14.1	203	11.7	247	13.4	193	10.9	182	11.4	178	10.3
Eastern Washington University	44	2.2	31	1.7	46	2.6	49	2.6	77	4.3	61	3.8	55	3.2
The Evergreen State College	183	9.0	89	4.9	56	3.2	57	3.1	36	2.0	36	2.3	24	1.4
Western Washington University	360	17.7	273	15.1	298	17.2	204	11.0	280	15.7	288	18.0	358	20.7
	2,026		1,813		1,736		1,850		1,780		1,599		1,725	

TABLE II-13

King County High School Entrances
to Public Four-Year Institutions
1971 - 1977

	1971	(%)	1972	(%)	1973	(%)	1974	(%)	1975	(%)	1976	(%)	1977	(%)
University of Washington	2,263	54.6	2,395	59.0	2,371	62.1	2,269	57.1	1,998	55.2	1,978	55.8	2,114	60.8
Washington State University	688	16.6	649	16.0	614	16.1	936	23.6	894	24.7	775	21.9	618	17.8
Central Washington University	347	8.4	342	8.4	279	7.3	277	7.0	224	6.2	215	6.1	187	5.4
Eastern Washington University	51	1.2	27	.6	43	1.1	44	1.1	40	1.1	45	1.3	41	1.2
The Evergreen State College	148	3.5	158	3.9	81	2.1	47	1.2	39	1.1	30	.8	30	.9
Western Washington University	650	15.7	491	12.1	432	11.3	397	10.0	422	11.7	500	14.1	484	13.9
	4,147		4,062		3,820		3,970		3,617		3,543		3,474	

Table II-13 is a similar depiction of King County high school graduates. The same pattern exists with the exception that the University of Washington is clearly the first choice. Again, Evergreen has been the least often chosen since 1975.

The fact that Evergreen has not attracted high school students from its own local area has significantly affected the institution's enrollment pattern. It is also reflected in the high median age of its student body. Tables II-14-16 indicate the relative draw of each of the three regional universities, with the home county designated by an asterisk. It should be noted that King County students figure heavily in two of the three institutions' entrances. When these, and the preceding series of tables are put in the perspective of the lower than average participation rate of southwest Washington reviewed earlier, it is evident that a substantial potential for additional enrollment exists at Evergreen.

Transfers - The Evergreen State College does relatively better in attracting community college transfers than in attaining students directly from high school. Since it opened in 1971, it has received 9.1 percent of the transfers from the eight community colleges in its regional service area. Two-thirds of Evergreen's 1978 community college transfers came from these institutions, led by Olympia Technical Community College (22); Tacoma (18); Clark (16); and Centralia (12). While its attractiveness to this clientele group is evidently greater than to high school students, its proportion of total transfers nevertheless has been disappointing to date. Table II-17 outlines the four-year institutions receiving transfers from these eight community colleges. Except for one year (1976), Evergreen has trailed all institutions other than Eastern in the proportion of such transfers.

Other Local Area Service - The majority of new students entering Evergreen fall into the category "Other New Students." The largest number of these students are from Thurston and the twelve other Southwest Washington counties, as the comparison on Table II-18 (page 61) indicates.

TABLE II-14

Number of High School Seniors
Attending Western Washington University by Year
(Fall 1971 - Fall 1977) for Selected Counties

County	Fall 1971	Fall 1972	Fall 1973	Fall 1974	Fall 1975	Fall 1976	Fall 1977
King	650	491	432	397	422	500	484
Pierce	190	148	158	90	129	146	149
Whatcom*	180	149	179	160	152	176	164
Snohomish	90	66	68	82	76	90	72
Thurston	50	38	48	39	35	46	59
Skagit	43	23	27	17	21	29	29
Spokane	40	35	34	23	32	30	36
All Others	273	185	209	178	203	216	246
Total	1,516	1,135	1,155	986	1,070	1,233	1,239

* Home County.

SOURCE: OFM, HEEP Reports.

TABLE II-15

Number of High School Seniors
Attending Eastern Washington University by Year
(Fall 1971 - Fall 1977) for Selected Counties

County	Fall 1971	Fall 1972	Fall 1973	Fall 1974	Fall 1975	Fall 1976	Fall 1977
Spokane*	472	394	456	435	438	349	315
King	37	27	43	44	40	45	41
Whitman	32	43	29	31	23	71	14
Yakima	32	23	19	24	47	27	20
Walla Walla	29	14	23	18	16	24	26
Okanogan	24	27	31	23	25	5	8
Lincoln	22	13	18	15	19	19	10
All Other	180	248	242	236	271	192	262
TOTAL	828	789	861	826	879	732	696

* Home County.

SOURCE: OFM, HEEP Reports.

TABLE II-16

Number of High School Seniors
Attending Central Washington University by Year
(Fall 1971 - Fall 1977) for Selected Counties

County	Fall 1971	Fall 1972	Fall 1973	Fall 1974	Fall 1975	Fall 1976	Fall 1977
King	347	342	279	277	224	215	187
Pierce	144	113	75	101	83	94	68
Kittitas*	105	75	100	81	52	70	78
Yakima	101	79	68	54	71	64	81
Snohomish	62	57	28	36	27	31	23
Benton	43	40	17	14	8	26	21
Grant	42	23	8	8	12	18	8
All Other	303	278	210	260	216	199	206
TOTAL	1,147	1,007	785	831	693	717	672

* Home County.

SOURCE: OFM, HEEP Reports.

TABLE II-17

Transfer to Public Four-Year Institutions
from Southwest Washington Community Colleges
1971 - 1977

	1971	(%)	1972	(%)	1973	(%)	1974	(%)	1975	(%)	1976	(%)	1977	(%)
University of Washington	314	24.6	418	33.3	366	37.2	348	31.0	357	33.6	339	30.0	310	31.1
Washington State University	210	16.4	220	17.5	196	19.9	218	19.4	207	19.5	244	21.6	165	16.6
Central Washington University	233	18.3	188	15.0	139	14.2	159	14.2	114	10.7	125	11.1	141	14.2
Eastern Washington University	63	4.9	55	4.4	40	4.1	33	2.9	45	4.2	32	2.8	42	4.2
The Evergreen State College	150	11.8	69	5.5	53	5.4	94	8.4	95	8.9	161	14.3	91	9.1
Western Washington University	307	24.0	306	24.3	189	19.2	271	24.1	245	23.1	228	20.2	247	24.8
	1,277		1,256		983		1,123		1,063		1,129		996	

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TABLE II-18

Other New Students at The Evergreen State College
Fall 1974 - Fall 1977

	1974	1975	1976	1977
Thurston County	145 (33.0%)	344 (61.3%)	444 (59.3%)	385 (61.2%)
Southwest Washington Counties	120 (27.3%)	133 (23.7%)	170 (22.7%)	139 (22.1%)
All Other	175 (39.7%)	84 (15.0%)	135 (18.0%)	105 (16.7%)
TOTAL	440	561	749	629

Tables II-19 and II-20, derived from the registrar's records, provide a detailed view of all of the students categorized as being from Thurston County and the remainder of Evergreen's regional service area. The largest share of these students entered in the "Other New Student" category. When these are compared to overall enrollment statistics certain patterns emerge. In the case of both Thurston County and other southwest students, the median age (27) is distinctly higher than the institutional average (23.4). Since this group of students made up slightly more than half the enrollment in 1977, the median age of the other students would approximate the average of the regional universities.

While the full-time/part-time enrollment of the southwest students approximates the institutional average (18.1 percent to 18.7 percent part-time), the Thurston County students are more heavily weighted to the part-time category. In fall, 1977, 42.3 percent of these students enrolled for one or two units or were auditors. Of credit students, 38 percent were part-time as compared to the 18.7 percent institutional average.

TABLE II-19

Thurston County
Fall Term

	1974		1975		1976		1977	
Headcount	438		691		856		871	
FTE (CH ÷ 15)	311		558		646		645	
Resident	424		665		823		822	
Nonresident	14		26		33		49	
Freshmen	197	45.0%	194	28.1%	227	26.5%	217	24.9%
Sophomore	81	18.5%	122	17.7%	161	18.8%	136	15.6%
Junior	85	19.4%	117	16.9%	125	14.6%	145	16.6%
Senior	50	11.4%	81	11.7%	89	10.4%	100	11.5%
Special	25	5.7%	177	25.6%	254	29.7%	273	31.3%
19 and under	52	11.9%	61	8.8%	55	6.4%	57	6.5%
20 - 24	186	42.5%	249	36.0%	272	31.8%	259	29.7%
25 - 29	98	22.4%	128	18.5%	196	22.9%	191	21.9%
30 - 39	63	14.4%	123	17.8%	176	20.6%	202	23.2%
40 - 49	22	5.0%	67	9.7%	87	10.2%	94	10.8%
50 - 59	7	1.6%	30	4.3%	37	4.3%	36	4.1%
60 - over	4	.9%	16	2.3%	13	1.5%	20	2.3%
Not indicated	6	1.4%	17	2.5%	20	2.3%	12	1.4%
Median Age (rounded)	(23)		(26)		(27)		(27)	
1 Unit	44	10.1%	116	16.8%	168	19.6%	184	21.1%
2 Units	1	.2%	15	2.2%	167	19.5%	124	14.2%
3 Units	1	.2%	5	.7%	24	2.8%	20	2.3%
4 Units	392	89.5%	482	69.7%	462	54.0%	482	55.4%
Auditors	-	0.0%	73	10.6%	35	4.1%	61	7.0%
Transfers	89	20.3%	73	10.6%	98	11.4%	89	10.2%
Washington Colleges	60		57		82		69	
Out-of-State	27		12		14		20	
Foreign	2		4		2		-	
Retained Students (Previous Fall)	158	36.1%	218	31.5%	247	28.9%	305	35.0%
Entrances	191	43.6%	400	57.9%	511	59.7%	477	54.8%
Wash. H. S.	27		16		18		9	
Out-of-State H. S.	0		2		0		3	
Out-of-State Trans.	5		16		21		29	
Military	0		1		3		2	
Other New	145		344		444		385	
Former Ret.	14		21		25		49	
Credit Hours								
On Campus	4,660		8,368		9,672		9,680	
Off Campus	-		-		16		-	

SOURCE: Registrar's Records.

TABLE II-20

Other Southwest Washington Counties (12)
Fall Term

	1974		1975		1976		1977	
Headcount	421		437		499		485	
FTE (CH ÷ 15)	335		434		486		450	
Resident	419		435		490		464	
Nonresident	2		2		9		21	
Freshmen	169	40.1%	146	33.4%	124	24.9%	145	29.9%
Sophomore	70	16.6%	82	18.8%	90	18.0%	67	13.8%
Junior	95	22.6%	102	23.3%	173	34.7%	122	25.2%
Senior	85	20.2%	77	17.6%	71	14.2%	105	21.6%
Special	2	.5%	30	6.9%	41	8.2%	46	9.5%
19 and under	65	15.4%	52	11.9%	26	5.2%	36	7.4%
20 - 24	187	44.4%	167	38.2%	167	33.5%	143	29.5%
25 - 29	92	21.9%	86	19.7%	124	24.9%	118	24.3%
30 - 39	39	9.3%	76	17.4%	101	20.2%	99	20.4%
40 - 49	26	6.2%	31	7.1%	49	9.8%	54	11.1%
50 - 59	5	1.2%	16	3.7%	22	4.4%	23	4.8%
60 - over	1	.2%	2	.4%	1	.2%	0	0.0%
Not indicated	6	1.4%	7	1.6%	9	1.8%	12	2.5%
Median Age (rounded)	(22)		(24)		(26)		(27)	
1 Unit	11	2.6%	15	3.4%	26	5.2%	39	8.0%
2 Units	0	0.0%	11	2.5%	36	7.2%	49	10.1%
3 Units	1	.2%	6	1.4%	18	3.6%	29	6.0%
4 Units	409	97.2%	393	89.9%	418	83.8%	366	75.5%
Auditors	0	0.0%	12	2.7%	1	.2%	2	.4%
Transfers	76	18.0%	93	21.3%	134	26.8%	85	17.5%
Washington Colleges	62		87		115		75	
Out-of-State	13		4		17		9	
Foreign	1		2		2		1	
Retained Students (Previous Fall)	191	45.4%	187	42.8%	171	34.3%	220	45.4%
Entrances	154	36.6%	157	35.9%	194	38.9%	180	37.1%
Wash. H. S.	29		22		15		12	
Out-of-State H. S.	0		0		2		0	
Out-of-State Trans.	0		1		4		20	
Military	2		1		1		0	
Other New	120		133		170		139	
Former Ret.	3		0		2		9	
Credit Hours								
On Campus	5,024		6,508		6,100		5,856	
Off Campus	-		-		1,196		896	

SOURCE: Registrar's Records.

Table II-21 outlines the relationship between enrollment by age group and the percentage enrolled full-time for the two areas under review.

TABLE II-21

Evergreen Enrollments by Age and Area

	Thurston County		Other SW Washington	
Age Category	Number	% Full-Time	Number	% Full-Time
18-24	316	70.6%	179	88.3%
24-29	191	55.0%	118	60.2%
30-39	202	54.0%	99	42.4%
40-49	94	40.4%	54	77.8%
50-59	36	36.1%	23	78.3%
60 and over	20	25.0%	0	--

Excludes students not indicating age.

As the figures indicate, Evergreen has been making a concerted effort in recent years to attract additional students from the local area. Until fall, 1976, students attending The Evergreen State College could only enroll in one program, either coordinated studies, group contract, learning contract or "module" (course). The module, as a one unit course for which a person could enroll as a part-time student, was a gradual outgrowth of the other full-time programs. While now classified as "courses", their explicit purpose was to facilitate the interests and needs of existing full-time students, and they were not initially considered an entity for the enrollment of part-time students. A single course drew its creation and its student attendance from enrollments in one or all of the other program modes. As such, students did not go through the registration process

to enroll in a course, but rather their attendance was advised or self-sought in conjunction with and as a part of their coordinated studies, group contract or individual contract.

In the early years of the institution, enrollment of part-time students was accepted though not encouraged through advertising their existence and availability on part-time basis in the community As Table II-22 and Figure II-1 indicate, the growth of part-time enrollments at The Evergreen State College was substantial in 1976. The number of students enrolled for one or two units increased from 197 in fall, 1975 to 492 in fall, 1976. Since 1976 there has been a slight numeric decline in part-time enrollment; however, the proportion of the total enrollment grew to 18.8 percent in fall, 1978.

Until fall, 1976, two units were considered full-time for tuition and fee purposes. Thus students enrolled for two, three, or four units were charged full-time fees. Cost considerations from the student's standpoint did not stimulate part-time enrollment under this system. As of fall, 1976, the fee structure was changed to a differential charge between two units (part-time) and three and/or four units (full-time), depending on the specific number of units for which enrolled. With this change the system encouraged "part-time" participation, and increased part-time enrollments have occurred since then.

Simultaneously, part-time enrollments were encouraged through the wide distribution of information on the availability of courses and the implementation of policies to provide courses of interest and need to both full-time and part-time students, thus encouraging greater participation from residents of surrounding communities within and without Thurston County.

TABLE II-22

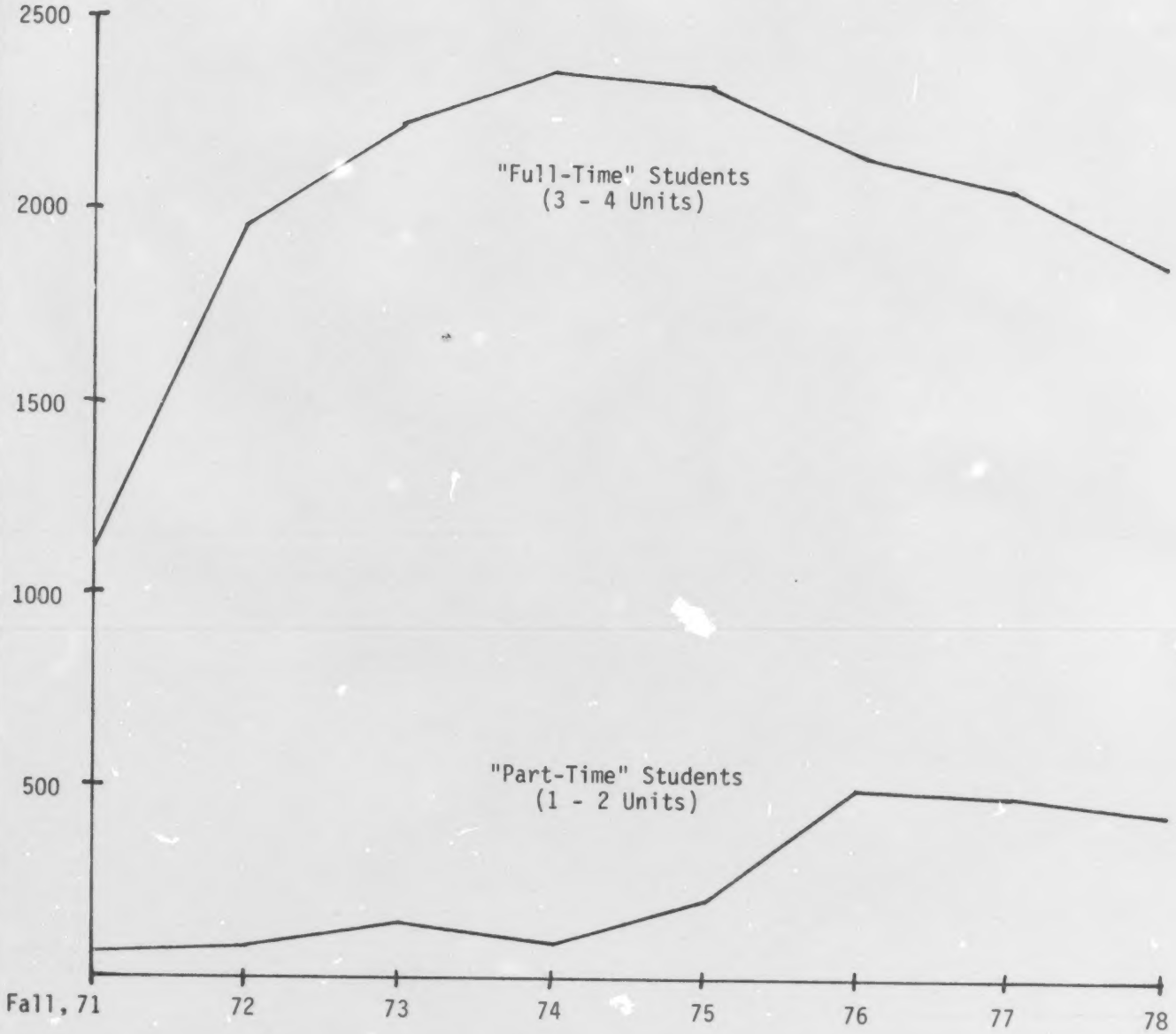
Headcount Enrollment
by Number of Units
Fall Terms 1971 - 1978

	1 Unit (%)	2 Units (%)	3 Units (%)	4 Units (%)	Total (%)
1971*	75 (6.4)	- - - - - full-time - - - - -		1,103 (93.6)	1,178 (100)
1972*	87 (4.3)	- - - - - full-time - - - - -		1,948 (95.7)	2,035 (100)
1973	124 (5.3)	- - - - - full-time - - - - -		2,203 (94.7)	2,327 (100)
1974	86 (3.5)	1	12 (.5)	2,347 (96.0)	2,446 (100)
1975	156 (6.2)	41 (1.6)	20 (.8)	2,290 (91.3)	2,507 (100)
1976	231 (8.8)	261 (9.9)	74 (2.8)	2,070 (78.5)	2,636 (100)
1977	248 (9.8)	226 (8.9)	95 (3.7)	1,975 (77.6)	2,544 (100)
1978	227 (9.8)	210 (9.0)	100 (4.3)	1,785 (76.9)	2,322 (100)

* Each unit equal to 5 quarter credit hours; 2 or more units were considered full-time. Since 1973 each unit is equal to 4 quarter credit hours.

FIGURE II-1

The Evergreen State College
Comparison of Full and Part-Time Enrollments
Fall, 1971 - Fall, 1978



While much more could be written and more data provided concerning aspects of Evergreen's enrollment patterns, the foregoing discussion has concentrated on the major aspects of enrollment and their relation to principle categories of service: national, state, regional and local. The picture that emerges is one of an institution oriented toward the older, more independent and mobile student. The picture also suggests an institution that is not especially attractive to the majority of local and regional high school graduates and community college transfers but which is making an effort to reach other segments of the local community.

D. The Outlook for the Future

The Evergreen State College requires an enrollment of between 4,000 and 4,500 to fully utilize its physical plant and library resources. Enrollments in this range would bring its support costs per student to a level equivalent to undergraduate costs at the regional universities. As Figure II-1 indicates, the recent trend is one of enrollment decline, particularly in the full-time student category. Full-time equivalent enrollment stabilized from 1974 to 1976 and has since declined by 12 percent. If these trends continue, the institution will ultimately approach a point of non-viability, prohibitive unit costs, and declining service capability. It is important, therefore, to consider the potential for reversing the pattern.

In approaching this question, it was decided to undertake a comparative analysis of the Eastern Washington[18] and Southwest Washington[19] regions.

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[18]Defined for this review as Adams, Asotin, Columbia, Ferry, Garfield, Grant, Lincoln, Pend Oreille, Spokane, Stevens, Walla Walla, and Whitman Counties.

[19]Defined as Pierce, Clallam, Mason, Jefferson, Grays Harbor, Pacific, Lewis, Wahkiakum, Cowlitz, Skamania, Clark, Kitsap, and Thurston Counties.

While there is a decided population difference (the southwest region has approximately double the population of the east), other measures support the use of this comparison. Both are far-flung geographically, ranging from Canada to Oregon. Both contain one public four-year institution with regional responsibilities, Eastern Washington University and The Evergreen State College. Both contain several four-year independent colleges and universities: Gonzaga, Whitworth, Fort Wright, Whitman, and Walla Walla in the east; and Pacific Lutheran, University of Puget Sound, and St. Martins in the west. Eastern is approximately 80 miles north of Washington State University and Evergreen is approximately 70 miles south of the University of Washington.[20]

Other similarities are per capita income (within two percent) and high school completion by persons 25 and over (within four percent), and a mix of urban/rural populations, with one large population center within a half-hour drive of the public four-year school. While no comparison group would fit perfectly, it is felt that there are enough points of similarity to allow for reasonable judgments to be made.

Entrances from High School - Table II-23 illustrates the high school entrances to public four-year institutions from Eastern Washington counties. Similar information for southwest Washington was presented earlier on Table II-12.

In fall, 1977 Eastern Washington University received 35.7 percent (467) of all Eastern Washington high school graduates who entered four-year public institutions. Evergreen received 1.4 percent (24) of all Southwest Washington students in the same category. Were The Evergreen State College to

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[20] One should also note the proximity of Eastern to the City of Spokane, partially balanced by the relative proximity of Evergreen to Tacoma.

TABLE II-23

Eastern Washington High School Entrances
To Public Four-Year Institutions
1971 - 1977

	1971	(%)	1972	(%)	1973	(%)	1974	(%)	1975	(%)	1976	(%)	1977	(%)
University of Washington	171	9.8	208	13.1	178	11.6	162	10.9	123	8.5	98	7.4	176	13.4
Washington State University	683	39.1	627	39.6	618	40.3	607	40.8	620	42.9	610	46.0	566	43.3
Central Washington University	108	6.2	75	4.7	32	2.1	57	3.8	43	3.0	47	3.6	38	2.9
Eastern Washington University	686	39.2	579	36.5	634	41.3	603	40.6	600	41.5	506	38.2	467	35.7
The Evergreen State College	24	1.4	42	2.7	17	1.1	14	.9	5	.3	3	.2	0	-
Western Washington University	75	4.3	54	3.4	55	3.6	43	2.9	55	3.8	61	4.6	61	4.7
	1,747		1,585		1,534		1,486		1,446		1,325		1,308	

Eastern Washington Participation @ Four-Year Public = 18.2%

Eastern Washington Participation @ Two-Year Public = 25.2%

Total Public = 43.4%

receive 35.0 percent of the Southwest Washington entrances, an increase of 580 freshmen students would be realized. Based on fall, 1977 entrances to all four-year public institutions, maximum impact on other institutions would be:

(Southwest Washington Entrances from High School)

	Actual Fall, 1977	Potential	(+ or -)
UW	553 (32.1%)	365 (21.1%)	- 188
WSU	557 (32.3%)	367 (21.3%)	- 190
CWU	178 (10.3%)	117 (6.8%)	- 61
EWU	55 (3.2%)	36 (2.1%)	- 19
WWU	358 (20.7%)	236 (13.7%)	- 122
TESC	24 (1.4%)	604 (35.0%)	+ 580

Such an estimate presumes only a redistribution of entering freshmen now committed to attending a four-year public institution, and it does not consider either an increase in the participation rate of the high school graduates or a crossover of entrances from community colleges to four-year institutions. Using recent retention rates, if Evergreen were to increase its high school entrances by 580, a four-year average enrollment increase would be approximately 1,200 students.

Of lesser numeric significance, Eastern received 4.2 percent of southwest Washington high school entrances and 3.2 percent of high school entrances from all other counties. If Evergreen were able to raise its share to those levels, an additional 188 entering students could be expected. Using the same overall attrition rate, this could result in an additional cumulative enrollment of approximately 390 students.

While this exercise is restricted to the potential for enrollment increases at Evergreen assuming only a redistribution of fall, 1977 high school entrances to approximately the percentage received by Eastern Washington University, another potential exists among students not now continuing their education. As was pointed out in the first section of this chapter, while community college entrances are at about a state average level, only 11.1 percent of southwest Washington high school graduates enter four-year public institutions. This compares to 18.2 percent from Eastern Washington and 19.1 percent from all other counties.

Were southwest Washington high school graduates entering four-year institutions to increase to the state average participation rate, an additional 838 students would enroll from these 13 counties. Applying the "potential" distribution cited on the previous page, Evergreen could be expected to receive 293 additional entrances while the other institutions would make up virtually all of any decreases resulting from redistribution. The additional 293 entrances would be converted into an enrollment of approximately 600 students, using the experienced attrition factors.

One additional point is worthy of note. Evergreen is the closest public four-year institution geographically to the University of Washington; yet it receives only 30 entrances annually from King County high schools. In 1977, Western Washington University received 484 such entrants. As enrollment pressures increase on the University of Washington (the University serves 60 percent of King County graduates), Evergreen could also look to that county for substantially increased entrances in numbers at least

sufficient to balance the anticipated future decreases in high school graduates, without diverting very many students from Western.

Overall, assuming that King County increases could offset a decline in graduation rates, Evergreen could look to over 1,000 additional entrances from high school and an added enrollment potential of nearly 2,200 students. The total annual entrants from high school assumed in this estimate would still be less than the number now received by Western.

Transfer Potential - In fall, 1977, Eastern Washington University received 57.3 percent (347) of the students transferring from an Eastern Washington community college (Big Bend, Spokane, Spokane Falls, and Walla Walla) to any public four-year institution. Evergreen received 9.1 percent (91) of the same category of students from southwest Washington community colleges (Peninsula, Grays Harbor, Olympic, Fort Steilacoom, Centralia, Olympia Technical, Lower Columbia, Clark, and Tacoma). Using the analogous simple redistribution among four-year institutions, were Evergreen to receive 57.0 percent of the southwest Washington community college transfers, its transfers would be increased by 477, for a total of 568 in this sector. Maximum potential impact on other four-year institutions would be:

	Actual Fall, 1977	Potential	(+ or -)
UW	310 (31.1%)	146 (14.7%)	- 164
WSU	165 (16.6%)	78 (7.8%)	- 87
CWU	141 (14.2%)	67 (6.7%)	- 74
EWU	42 (4.2%)	20 (2.0%)	- 22
WWU	247 (24.8%)	117 (11.8%)	- 130
TESC	91 (9.1%)	568 (57.0%)	+ 447

Eastern Washington University receives 3.1 percent of Southwest Washington community college transfers to all four-year public institutions. This cross-state percentage would translate into an additional 15 transfers to Evergreen. This would have no noticeable effect on other institutions.

In fall, 1977, Eastern received 5.2 percent of the transfers from the other 14 community colleges in the state. Increasing Evergreen's enrollment from these sectors to the same percentage would result in an additional 81 entrances.

The total number of additional transfer entrants possible if Evergreen were to attract at the same rate as Eastern would be 573. Assuming that half entered after one year of community college and half after two years, and applying recent attrition rates, an additional 1,000 students could be anticipated from this source.

Since Southwest Washington participation in community colleges is close to the statewide average, no increased participation from Southwest Washington community college transfers to four-year institutions or other community colleges have been included in this analysis.

Older Age Populations - As indicated in the previous section, Evergreen has made a notable effort in recent years to attract other new entrances from the local area and the geographic service region. Currently, over half the enrollment of older students is from these areas at time of admission.

While the county boundaries make a comparison difficult, Evergreen's age 25-49 year old enrollment was compared to Thurston County population in the same age group and a similar comparison was made between Eastern and Spokane County. It would have been desirable to have included a

portion of Pierce County in the Evergreen comparison to reflect similar commuting distances, but this was not possible because of data limitations.

As of fall, 1977 Evergreen enrolled 1,020 persons between 25 and 49 (40 percent of its enrollment). When compared to the 29,681 persons of the same age in Thurston County in 1975, this amounted to 3.44 percent of the county population. In the same period, Eastern enrolled 2,204 persons of the same age category (26 percent of its enrollment). Spokane County's 1975 population in this category was 83,522 providing a relationship of 2.64 percent.

This material suggests that, while some additional potential may exist in southern portions of Pierce County, extensive growth in this category should not be anticipated. However, by providing an expanded array of courses designed to meet the particular needs of the local area, including state government, some growth in this area is possible.

Other Areas - Potential for enrollment growth exists in two other areas: Off-campus programs and graduate studies. In the former area, Evergreen now offers a program in Vancouver and contemplates future initiation of other efforts within its service area. The 1979-81 capital request includes enrollment projections which show a two-thirds growth in FTE enrollments (+ 124 FTE) in areas other than "day on campus". While not all of this is necessarily related to off-campus programs, it assumes some modest potential for enrollment growth.

Evergreen has submitted a planning proposal for a master's degree program in the field of public affairs to the Council for Postsecondary Education. Should the proposal be favorably reviewed and the master's degree authorized by the Legislature, enrollment growth associated with

the new graduate program or programs would occur. However, it would be premature at this time to make a specific estimate of the amount of such growth.

The other significant area in which a change in enrollment could occur is in the nonresident category. As the earlier section on enrollment characteristics indicated, Evergreen has a higher percentage of nonresidents than any other Washington institution. Significantly, this is the only area of enrollment which grew in fall, 1978. With the exception of Western, the other regional universities receive comparatively few out-of-state entrances. A precipitous change in program by Evergreen could result in a decrease in nonresident enrollment; the extent would be dependent on a variety of factors, and it cannot be estimated at this time. It should be mentioned that this review does not suggest that Evergreen look to a national campaign to solicit additional enrollments. The current ability of students to reclassify as residents could result in substantially increased expenditures with little, if any, growth in service to current state residents, particularly those in southwest Washington.

In summary, it can be seen that Evergreen has a potential to grow and provide increased service to Washington. High school entrances and transfers alone could provide up to 3,200 additional students, and additional growth is possible in added local, off-campus and graduate programs. Even allowing for some possible decline in nonresident enrollments, sufficient numbers of students could be available to allow the institution to optimize its facilities and library and bring its overhead costs into balance with other institutions. Such growth in Evergreen enrollments would represent a needed increase in service and some relief in the enrollment pressures on the University of Washington.

CHAPTER III

COST ANALYSIS

Unit costs at Evergreen are higher than at other institutions. At the same time, direct instructional costs, exclusive of support costs, are comparable among these institutions. All other elements equal, it is estimated that Evergreen would have to attain an enrollment level of 4,250 FTE students to maintain total unit costs comparable to those of the three regional universities.

The fact that the unit costs per student at The Evergreen State College are higher than at other institutions has been known for some time. The difference has been reviewed and discussed by the Council for Postsecondary Education in its Unit Expenditures Studies of 1972-73, 1974-75 and 1976-77. It has been discussed by the fiscal committees of the Legislature, and it figured heavily in the framing of the appropriations act proviso which directed this study.

The Council's 1976 study of tuition and fees recommended a higher rate for Evergreen because of its higher costs. This recommendation was not accepted because it was expected that Evergreen's enrollment would grow to the point where its costs would be in balance with the regional universities by the mid-1980's. In the two ensuing years, however, Evergreen's enrollment has declined.

The appropriations act proviso should be repeated here:

> "... The study shall determine the actions necessary to broaden the institution's clientele base by introducing traditional undergraduate and graduate course offerings and reduce the institution's total operating costs per FTE student to the average cost per FTE student at the other three state colleges (now regional universities). (Emphasis added)

The wording of the proviso is important since it implies that the objective of unit cost equalization should be achieved, at least in the

main through program changes and enrollment growth. It does not direct the Council to recommend specific ways that the budget can be cut to bring down costs. This review, therefore, focuses on existing patterns and conditions and suggests enrollment levels at which a unit cost balance could be achieved.

The year in which Evergreen's full-time equivalent enrollment was near a high point was 1974-75. The results of the 1974-75 Unit Expenditures Study for the three regional universities and Evergreen were as follows for the undergraduate level:

Institution	Faculty Salaries And Benefits/FTE	Direct Support Costs/FTE Student	Indirect Costs/FTE Student	Total Costs/FTE Student
CWU	$1,025	$277	$911	$2,213
EWU	915	247	968	2,130
WWU	861	202	863	1,926
AVERAGE*	927	238	909	2,074
TESC	863	304	1,908	3,075

* Sum of dollars divided by SCH.

The analysis also showed that the direct costs of instruction (the sum of the first two columns above) were approximately the same for Evergreen ($1,167) as the three older schools ($1,165) with the difference occurring in the support areas. Evergreen's indirect costs allocated to instruction were 2.1 times the amount per student for the other schools combined. A proportional increase in enrollment, to 4,920 FTE students, with no increase

in support program appropriations, would have been required to reduce the per student overhead costs to the three institution average.

When, as part of the tuition and fee analysis, the 1974-75 cost factors were applied to 1975-77 budget levels, the overhead difference narrowed, partly because of the enrollment increases budgeted for Evergreen and partly because of the larger appropriation increase for support programs at the three older schools. The 1975 Legislature funded virtually no increase in support program expense at Evergreen. At 1975-77 budgeted levels, the enrollment level required to equalize per student support costs was 4,300 FTE students. Again, it would have been necessary to hold support program funding constant to achieve that "break-even" point.

In November, 1977, the institution conducted an analysis of the enrollment level necessary to achieve parity in per student costs. This analysis was carefully done and was supplied to the Council staff as part of the overall Evergreen study. The analysis contained two types of comparisons: (1) A projection of costs to 1986-87, and (2) A current cost comparison with selected cost increases in Evergreen support programs. Both comparisons utilized factors from the 1974-75 Unit Expenditures Study. The first analysis concluded that Evergreen could achieve a balanced cost position with 4,000 students by 1986-87. The second analysis indicated that at 1977-78 levels and a 4,000 student enrollment, Evergreen's per student cost would still be higher than the average of the three older schools. Under that analysis, an enrollment level of 4,120 would be needed.

Council staff review of each of the analyses calls both into some question. In the case of the first analysis, the crucial issue is the

basic assumption of differential annual inflation rates among the institutions. This factor was based on a comparison of the extent to which the Legislature funded "net inflation costs" at the four schools from 1974-75 through 1978-79. The use of this approach results in differential adjustment factors for future years for the schools. For example, between 1978-79 and 1981-82 the analysis assumed that Western's support costs would rise by 7.1 percent per year, Eastern's by 6.6 percent, Central's by 6.4 percent and Evergreen's by slightly less than 6 percent. While the analysis is straightforward and appears to be reliable through 1978-79 budget assumptions, the extension of the sum of individual budget actions to a projected pattern is not a reliable guide to future legislative action. The effect of using higher rates of inflation for the three older schools is to reduce the number of students needed to achieve unit cost parity by Evergreen.

The second analysis is questionable only to the extent that it reflects a parity position with Evergreen's direct instruction costs estimated to be $128 per student lower than the other three schools. Since the 1974-75 study showed virtually no difference in direct instructional costs between Evergreen and the other schools at the undergraduate level, it is appropriate to calculate the point at which parity would be achieved in support of overhead costs per student. The latter approach is further supported by the fact that instructional funding is accomplished through a formula intended to equalize support. In addition, the 1976-77 Unit Expenditures Study shows that Evergreen's direct costs in that year were somewhat higher ($62) than the three school average.

If the second Evergreen analysis is directed to the support programs, including the budget adjustments Evergreen estimates to be needed for 4,000 students, a total enrollment level of 4,722 students would be needed by Evergreen to equal the average of the other schools.

These comments are not intended to suggest that it is impossible that the conditions assumed in the Evergreen analysis will occur, only that they are unlikely unless enrollment declines or increases in funding for the other schools serve to raise their per student overhead costs. The figures, therefore, should be considered as representing the lower end of a spectrum of possibilities.

A further perspective is provided by the 1976-77 Unit Expenditures Study. The institutional undergraduate cost patterns emanating from this study are as follows:

Institution	Direct Instructional Costs/FTE Student	Overhead Cost/FTE Student	Total Cost/FTE Student
CWU	$1,392	$1,179	$2,571
EWU	1,189	1,176	2,365
WWU	1,225	986	2,211
AVERAGE*	1,263	1,099	2,362
TESC	1,325	2,057	3,382

* Sum of dollars divided by SCH.

This analysis found that the direct cost of instruction was slightly higher at Evergreen ($1,325) than the average of the other three schools ($1,263). The overhead associated with support programs reflected a

slight narrowing of the ratio between Evergreen and the other institutions from 2.1 to 1 in 1974-75 to 1.87 to 1. A proportional increase in enrollment, to 4,475 FTE students, with no increase in support program appropriations, would have been required to achieve overhead parity based on 1976-77 data. Increases in Student Services would raise the "break-even" point to approximately 4,950 students.

It is important to clearly understand the dynamics of unit cost comparisons. Such comparisons are subject to changes in enrollment and funding levels at each of the institutions being compared. In other words, determining an exact point at which Evergreen would achieve parity with the other institutions is dependent not only on Evergreen, but on the enrollment and funding patterns of the other schools. Therefore, it is necessary to apply the results of the most recent cost analysis to budget and expenditure patterns which are as current as possible. To accomplish this goal, the current Unit Expenditures Study project included the development of a refined computer program which identifies the source of overhead directly with the various budget programs. Through the use of this program, the staff is able to determine the percentage of each support program allocated to the cost of undergraduate instruction; whereas is the past, only the total amount was identified.

The decisions made by the Legislature for the 1977-79 biennium are reflected in the authorized spending patterns for 1977-78. Using the ratios developed from the use of the new computer program to analyze the data in the 1976-77 Unit Expenditures Study, the following table shows the expenditures for FTE undergraduate students for each of the support programs at Central, Eastern, Western, and The Evergreen State College. In two instances,

Primary Support and Student Services, Evergreen's 1977-78 budgeted cost per undergraduate FTE student was estimated to be less than those shown for one other institution - Central Washington University.

Budgeted Undergraduate Costs Per FTE Student
1977 - 78

Support Programs	Central	Eastern	Western	Regional University Weighted Average	TESC	Percentage Relationship
Primary Support	$ 179	$ 171	$ 103	$ 145	$ 174	+ 20%
Libraries	230	174	192	198	413	+109%
Student Services	225	193	188	200	201	--
Institutional Support	276	284	271	276	503	+ 82%
Plant O & M	393	545	356	422	711	+ 68%
Subtotal (Indirect Costs)	$1,303	$1,367	$1,110	$1,241	$2,002	+ 61%
Total Direct Instructional Costs*	1,411	1,395	1,353	1,382	1,436	+ 4%
Total Cost	$2,714	$2,762	$2,463	$2,623	$3,438	+ 31%

* Includes Departmental Administration.

The Student Services costs at Evergreen remain consistent with past observations in that these costs are very close to those recorded in the regional universities. The newest program area (Primary Support) indicates cost differences that are approximately 20 percent higher when one compares Evergreen's cost to the weighted average for the three regional universities.

The costs that continue to reflect the greatest divergence are in the Library, Institutional Support, and Plant Operation and Maintenance Programs.

The per FTE student cost for the Library Program is more than double the amount observed for the three regional universities with Institutional Support and Plant Operation and Maintenance being 82 percent and 68 percent higher at The Evergreen State College as compared to the weighted average for the three regional universities. It is significant to note that in the Plant Operation and Maintenance area, Evergreen's costs range from a difference of 30 percent in the case of Eastern to about double the costs of Western.

In looking at the overall totals for the support programs, Evergreen's total was 61 percent higher than the average of the three regional universities. This compares to relationships of + 101% and + 87% in 1974-75 and 1976-77 respectively.

The following table provides another perspective of the 1977-78 support program cost profile. Again, the Library Program reflects the largest difference, indicating an expenditure pattern sufficient to accommodate 5,215 FTE students at regional university cost rates. Student services show approximate parity with the other institutions. It is interesting to note that Plant Operation and Maintenance patterns indicate a capacity of 4,212, approximately the same as the estimated physical capacity of the institution.

Calculation of FTE Enrollments Needed to Equal the Weighted Average for the Regional Universities Budgeted 1977-78

	Evergreen Cost Per FTE Student	Regional University Weighted Average Per FTE Student 1977-78	Enrollment Needed to Equal Average Cost	TESC 1977-78 Contracted Enrollment
Primary Support	$ 174	145	3,000	2,500
Libraries	413	198	5,215	2,500
Student Services	201	200	2,512	2,500
Institutional Support	503	276	4,556	2,500
Plant O & M	711	422	4,212	2,500
Total Support	$2,002	1,241	4,033	2,500

As the table indicates, an enrollment total of 4,033 would be needed to reflect the three institution average with no increase in support program expense. When student services increases are included, the enrollment "break-even" point grows to approximately 4,300 FTE students.

The foregoing analysis was applied to 1977-78 actual expenditures and 1979-80 amounts contained in Governor Ray's budget. The analysis produced approximately the same results in both cases.

The range of "break-even" points suggested by all of the analyses outlined above is from 4,000 to 5,000 students. The physical capacity of the institution has been estimated to be from 4,250 to 4,500 students. In view of the review of the most recent data, and recognizing the need for student services to be provided for the added students at a level similar to those of other institutions, a working hypothesis that Evergreen

needs approximately 4,250 FTE students to achieve parity appears reasonable. This would allow virtually no growth in current dollar expenditure levels in support areas, other than student services. Growth in that formula-based program is felt to be essential if the enrollment is to be attracted to the institution. In addition, the per student costs in that program are not out of balance with similar programs in the other institutions.

The individual program analysis would seem to indicate that Evergreen has the potential to bring about cost savings in the Libraries, Institutional Support, and Plant Operation and Maintenance Programs. Any cost savings in these programs would have the effect of lowering the enrollment amount needed to bring the support costs at Evergreen into line with the patterns that exist in the three regional universities. One consideration in the Plant Operation and Maintenance area which could be explored is the feasibility of relocating offices of state agencies which deal with higher or postsecondary education* to the Evergreen campus. These agencies currently lease 38,581 square feet of space at an annual cost of nearly $200,000. Based on current estimated expenditure data, Evergreen's per square foot cost for maintenance, janitorial service and utilities totals $2.61 per square foot. It would appear that approximately $100,000 of Evergreen's costs would be charged to other state agencies if a move to the campus were feasible. This would result in a reduction of $48 in current per student costs.

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* Council for Postsecondary Education, State Board for Community College Education, Commission for Vocational Education, and the Higher Education Personnel Board.

CHAPTER IV

THE EVERGREEN CURRICULUM

Evergreen's approach to education is unconventional in form but conventional in essence. Lectures, seminars, classes, field study, laboratories, and other established learning modes are arranged differently than is the case at other institutions. Evergreen does not utilize grades but awards credit upon successful completion of program requirements. Contrary to what seems to be the popular view, there is structure in the curriculum. Evergreen's approach to education has undergone significant changes since the College was established, and it is evident that changes are still occurring. The College has been evaluated by two external reviewing bodies since it was established, and both, while presenting particular recommendations for modification, gave the College high marks. Many of the changes recommended by these bodies have been implemented.

A. Evergreen's Educational Program

The study directive specifically refers to the instructional curriculum at Evergreen, posing a question of its conversion to a more conventional form. While the Evergreen curriculum is unconventional in terms of its structure, it is less so in its essence. It continues to employ lectures, seminars, laboratories, field study, etc., as is the case at other colleges and universities. The curriculum has been changing, both in a planned manner, following periodic evaluation, and in an evolutionary manner, as adjustments are made each term.

Since this report must concern the educational program at Evergreen, it is important that the program be clearly understood. Essentially, Evergreen has taken a number of proven pedagogical techniques and wrapped

them in a different package. In so doing, it has developed a number of terms that may be unfamiliar to the average observer. For these reasons it is necessary that a few paragraphs be directed to a description of the instructional process at Evergreen.

Evergreen provides instruction in many of the undergraduate disciplinary fields offered on the campuses of other institutions its size.[1] A student wishing to pursue an undergraduate major in the natural sciences, for example, can do so at Evergreen, as at the other public and private accredited four-year colleges in the State. The major differences lie in the manner in which those studies would be pursued. At the more conventional institution the student would proceed through a series of terms (12 quarters or eight semesters) selecting requirements, electives, and major courses from a series of listings in the catalog and organizing a schedule each quarter around the times when those courses are offered. Field experiences, laboratories, seminars, etc., would be provided in this manner. If for some reason a course that is desired or needed is not offered during the quarter or time desired, or if the course is filled, the student must select an alternative.

The term schedule is arranged accordingly, with normally between fifteen and eighteen quarter hours (or credits) deemed an average full-time load. During the term the student meets in the scheduled classes at the designated times and places and proceeds to acquire the credits necessary for graduation.

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[1]The major exceptions to this generalization are those disciplines which by state law are limited to one, or both, of the two state universities--the University of Washington and Washington State University. Thus, Engineering, Agriculture, Forestry, and Fisheries represent programs that would not be offered at Evergreen--though some of their component courses may--but they would not be available at the other regional institutions either. Evergreen also does not offer graduate education, although plans are in progress for the development of master's level studies. Similarly, Evergreen does not offer programs in Teacher Education.

There are several advantages to this system. It is fairly economical. The institution, with its faculty, can provide a general listing of courses which, in the aggregate, outline a comprehensive range of studies. Faculty can be assigned by their departments to teach courses from this general listing. The courses can be scheduled (or not scheduled) each term in a manner that allows the institution to make planned and efficient use of its space and its faculty resources. In effect the student then accommodates himself or herself to this general schedule. Moreover, there is a rather clear structure to the student's program.

The disadvantages of such conventional approaches have been described in considerable detail in the literature on nontraditional education and need not be fully summarized here. Perhaps they are best implied by the reference, "clock and bell," which is applied to this method (courses are taught in discrete time increments, with the start and completion each signaled by a bell) and with the statement that it is left to each student (albeit with the help of an advisor if one is utilized) to integrate the various, and sometimes disparate, courses of study into a meaningful whole. There can be duplication, as different courses, and different instructors, overlap and replicate the subject matter of each other. Thus, a student in Political Science, for example, could find himself assigned two separate translations of Artistotle's Politics for use in two separate courses employing the work in different ways.

The final observation, since the objective is to provide contrast with the Evergreen program, is that grades or some other mechanism for measuring and awarding credits for completion of course requirements are usually employed ("pass-fail", in this instance, is also a measure of completion

of the required work). These grades and course listings (with appropriate credits) are reported cumulatively on a student's record or transcript. When the required distribution, major, and total credits are accomplished (on a quarter basis this is usually approximately 180 quarter credits--twelve fifteen-credit quarters, usually, and 45 credits in the major) the student qualifies for graduation.[2]

Perhaps the best place to begin one's search for a descriptive narrative on the Evergreen educational program is the College catalog. The opening statement in the section of the catalog describing the curriculum is instructive:

> "Study at Evergreen has some distinctive features which are hard to find elsewhere. Our basic goals are the same as most colleges and universities--to help students become competent individuals with a strong sense of purpose and a deep understanding of their potential role in society and of the skills and concepts they have learned. However, we try to reach these goals in special ways. Students at Evergreen work on the same subjects found in most colleges and universities--the arts, humanities, natural and social sciences--and they read books, attend lectures, write papers, take part in laboratory and field projects as students at other institutions do. But Evergreen organizes these subjects and activities differently from other places so as to help students get more out of them".

Shortly after Evergreen began operation in 1971, three major study modes were employed: Coordinated Studies, Group Contracts, and Individual Contracts.[3] More recently two additional modes were added: Courses ("Modules") and External

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[2] This summary should not be taken to imply that conventional institutions do not offer honors programs, seminar projects, and so on, or that there is nothing more involved than the simple accumulation of credits. They do, and there is.

[3] A cogent description of the Evergreen study modes appears in McHenry, Dean, et al., Academic Departments, Jossey-Bass, 1977, in Chapter Eight, "Academic Administration Without Departments at The Evergreen State College," by former President Charles McCann. Other sources for this section include The Evergreen Self-Study Report for NWASHS accreditation (November, 1971), "Report to the Washington State Legislative Budget Committee: Utilization of Faculty, 1975-76, TESC, March 21, 1977" (Edward Kormondy), and a recent report by Ehrmann, Stephan C., "Final Report: Evaluation of Evergreen," two volumes, August 31, 1977.

Credit. In a 1971 report to the Legislative Budget Committee, Evergreen divided these modes into two major categories: Group Instruction and Individual Instruction. The first includes Coordinated Studies, Group Contracts, and Courses. The second encompasses Individual Contracts. For purposes of the present report, a third category, Special Study Forms, is also discussed.

1. Group Instruction

   a. A Coordinated Studies program usually involves a group of students and faculty members working in a comparatively broad interdisciplinary study area centering on a common theme or problem. Its avowed purpose is to direct attention to the inter-related nature of phenomena in the real world. It involves an interdisciplinary team of faculty (usually a team of three or four instructors from different subject matter areas working intensely with sixty to eighty students in an integrated program of study). Coordinated Studies programs are usually considered full-time endeavors, and may last for one, two, or three terms. An example of a coordinated studies program, drawn from the current catalog, is "Life and Health," in this case a program offered on a full-time basis (as is characteristic of such programs) for Fall term only. It emphasizes human biology and human development, providing a general introduction and orientation to these areas (Note: the example program is drawn from the listing of Basic Programs, those offerings that provide introductory work in the area, aimed primarily at beginning students; the various program levels are described in more detail below). Aside from human

biology and development, the program also stresses health and physical education, and it is considered preparatory for further study in the sciences and humanities, especially the health-related fields. The faculty/student ratio in such programs is a normative 1:20. Since by definition several faculty would be involved, the total enrollment in any one program may exceed 100. Specific program emphases change from term to term, but the Coordinated Studies program represents the essence of the Evergreen educational philosophy, emphasizing as it does interdisciplinary study around a common theme.

b. Group Contracts describe a situation in which several students and a faculty member agree to pursue and accomplish an educational objective within a certain time (former President McCann cites an example wherein a group of students acquired a major in economics over the course of a year).[4] Much of the descriptive narrative pertaining to Coordinated Studies applies also to group contracts--small groups, employing seminar/discussion techniques, studying a common theme for one or more terms, on an intensive basis.[5] The major difference is that a smaller group of students (usually 25 to 45) and a lesser number of faculty (one or two) work together in more specialized, and frequently more advanced, areas. As with the example pertaining to an economics major, many group contracts fall within a single

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[4]McCann, op. cit.

[5]Catalog, op. cit., p. 25.

disciplinary area, although some are problem-centered and interdisciplinary. About 25 group contracts operate during any given time. Essentially, group contracts provide opportunities for students to pursue topics further than might be the case in a coordinated studies program, and they also may permit students who can handle the work to move more rapidly than normal through their college experience.

c. Courses (or "Modules") are usually offered in the late afternoon and evenings, often for area residents wishing to attend on a part-time basis, but also for full-time regular students desiring to acquire certain skills or knowledge. Courses may also be required components of regular (coordinated studies) programs. Mathematics, Music Theory, and Foreign Languages are examples of courses offered at Evergreen. More than forty courses are listed each quarter. According to the Catalog, courses are offered for several reasons:

1. Some are offered by the faculty of a coordinated studies program or a group contract as a component of the larger program. In such cases, where the course has a general appeal, the enrollment may be opened to students not otherwise enrolled in the program.

2. Some are designed specifically to meet the part-time needs of community residents (e.g., scheduled and designed to meet the needs of working professionals).

3. Some are regularly available because of the particular nature of the subject matter (e.g., mathematics, music theory, and some foreign languages, as noted previously). The earlier catalog references to such endeavors were to "modules," but since the present lexicon utilizes "courses," which is what they are, it is assumed that the new term will apply in the future. A significant portion of Evergreen students, both full and part-time, are enrolled in courses. Involving as they do discrete subjects offered at scheduled intervals, courses extend to students further latitude in structuring individual studies programs.

2. Individual Instruction

Individual Contracts are designed to help students learn on their own, with faculty oversight, by pursing a specific project, mastering a specific skill, or covering a specific body of subject matter. Contracts can last from a few weeks to a few months, and they can assume virtually any form, limited only by legal constraints, the available time, interest, and expertise of the faculty, and the needs and interests of the contracting student.

3. Special Study Forms

The College catalog also identifies several special study forms, as follows:

a. Cooperative Education pertains to individually-tailored, practical learning experiences, usually available off-campus. A student may obtain personal experience on the job, arranged in cooperation with representatives of business, industry, government, and community organizations.

A more common term is internships, which are planned and supervised opportunities for work (on-the-job) that should fit into the student's long-range goals, and for which the student is qualified. The major difference between the two forms (cooperative education and internships) seems to be that in order to participate in an internship, a student must be enrolled in one of the three major study modes (coordinated studies, group contract, individual contract). The employer has the task of evaluating the student's progress, and a contracting faculty member determines the value of the experience in terms of learning progress. Internships also provide an important nexus for many students between the liberal arts education and preparation for a subsequent career.

b. The Career Learning Program refers to an opportunity for students to enter a planned sequence of learning activities designed to help them: (1) explore career options, (2) assess their career-related background and skills, (3) make tentative career decisions, and (4) take career-related factors into account when planning for and finding internships. It entails counseling, career education seminars, development workshops, short-term internships, volunteer assignments, and for advanced students, career learning field placements (for selected third and fourth year students) alternating with periods of on-campus study.

c. The Community Volunteer Service Program provides an arrangement whereby students may engage in community service activities on a volunteer basis, with or without pay. Volunteers serve as counselors in community clinics, assist homebound senior

citizens, work with children, visit residents in correctional institutions, etc.

Finally, the College also has options for credit by examination or credit for prior learning,[6] by which older students returning to college may be able to qualify work experiences for college credit. In this regard, the College relies on College Level Examination Program (CLEP) of the College Entrance Examination Board. As long as they do not duplicate advanced placement for introductory work, students entering the College may offer acceptable CLEP scores to the Registrar. Two Evergreen credit units are awarded for each test successfully taken. The Upside-Down Degree provides students who have completed a lower-division technical or vocational program in a community college, and who wish to complete a baccalaureate degree, with the opportunity to do so with two additional years of college work. The catalog also identifies an External Program Option, designed particularly for older students who wish to combine their work-related experiences with academic study at the College. Finally, the Center for the Development of Reading and Writing (C-DRAW) program exists for students who need skills development in these areas. The College also provides opportunities for self-paced learning (with two self-paced learning centers), foreign language study, and study abroad.

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[6]The External Credit Office has been renamed the Office of Prior Learning Programs.

The three major study forms (coordinated studies and individual and group contracts) are overlaid with a generally hierarchical structure. It begins with the Basic Programs, designed particularly for entering students (but open to students at any level). The present Catalog identifies ten basic coordinated studies programs, ranging in duration from one term to one academic year. Further up the ladder are Advanced Specialty areas. The Catalog lists twelve such areas. These are continuing offerings, with at least one interdisciplinary program offered each year at the introductory level in each area. Thus, for example, Expressive Arts, one of the twelve areas, has embraced more specific group studies programs entitled as follows:

The Arts in Social Perspective
Design in Music
Alternative Theaters
Recording and Structuring
Light and Sound
Images in Sequence
Collaborative Arts Consortium
English Theater
Exploration in Twentieth Century Music

Running parallel with Basic and Advanced programs is a third form, Annual Programs. Through its annual program offerings, Evergreen considers itself able to respond to temporary educational needs while providing some latitude for curricular subject experimentation. Annual programs are intended to be offered for only one year. This category includes programs designed to meet a specific limited need of a particular group of students, perhaps as an outgrowth of a group contract or in response to a program request from outside the campus. It can also include programs of an experimental nature, which, if successful, may become part of the offerings in one of the specialty areas.

Evergreen does not employ grades. Students are evaluated by their faculty upon completion of each work unit (regardless of its form) Successful completion of the required work, as described, for example, in the goals of a coordinated studies program or in the group or individual contract, will lead to award of credit, in the form of Evergreen Units (each unit is approximately equal to four quarter credits). Failure to complete the required work will result in no credit. Again, there are no grades, either in terms of a grade-point or a pass/fail notation.

Contrary to popular impression, Evergreen employs student transcripts. It also utilizes student portfolios. Each student has both. The transcript is a listing of the work completed and the credits awarded. It also contains both the faculty member's and the student's evaluation (optional) of that work, along with a detailed description of each program or contract completed by the student. Especially for the use of students wishing to transfer to an institution employing a more conventional grading system, the work described in the transcript is converted into course equivalencies.

The second record--the student portfolio--must be maintained by the student. It includes detailed material on the completed course work and the copies of the faculty and student evaluations of that work. The portfolio also includes examples of the student's work, such as copies of major papers, etc., along with other material pertinent to and descriptive of the student's educational experience at Evergreen.

Students must meet standards of accomplishment in order to remain at Evergreen, as at other institutions. Thus, a student earning less than three-fourths of the credits for which he/she was registered in three successive quarters would receive an academic warning. Failure to improve

this ratio by the end of the second three-quarter period would lead to a required leave of absence from the institution. Failure to make normal progress upon return could lead to dismissal. One should also restate the obvious here: A student failing to "pass" a program would receive no credit for the activity. Without the acquisition of credits, graduation cannot occur.

The structural characteristics of the Evergreen program can be demonstrated in the following diagram of a "typical" program of study at that institution, taken from the Catalog:

First Year

Basic Program (e.g., Overcoming Math and Writing Anxieties)

Second Year or Third Year

Foundation Program
or
Advanced Program
or
Second Foundation Program in another Specialty area

Third or Fourth Year

Group Contract
or
Second Foundation Program
Research (Individual Contract)
or
Advanced Interdisciplinary Program
or
General Interest Study

B. Program Developments and Changes

Student enrollments in the Coordinated Studies, Group Contract, Individual Contract, and Class modes have changed over the years from a

time when the Coordinated Studies programs dominated to one in which participation is more evenly spread across the four types, as is apparent in Table IV-1:[7]

TABLE IV-1

Percentage Distribution by Mode

Mode of Study	Fall 1971	1972	1973	1974	1975	1976
Coordinated Study	93% (1093)	61% (1236)	56% (1294)	57% (1400)	41% (1065)	41% (1098)
Group Contract	1% (8)	18% (376)	24% (551)	15% (361)	26% (678)	18% (488)
Individual Contract	6% (76)	21% (423)	19% (434)	27% (669)	23% (602)	25% (685)
Courses	0% ___	0% ___	2% (42)	1% (16)	10% (269)	16% (423)
Total	100% (1177)	100% (2035)	100% (2321)	100% (2446)	100% (2614)	100% (2636)

SOURCE: Ehrmann, op. cit., Vol. II, p. IV-29.

These shifts are not the only changes apparent in the curriculum; rather, in many ways they are the results of other changes that have occured since

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[7] In all modes but courses, headcount and full-time equivalent are the same. In courses (in these figures) full-time students registered for a coordinated studies program for 75% of their time, and a course for 25%, are counted only under coordinated studies. If a part-time student is registered for two courses, the student is counted only once in the course total. Because of these two factors, the percentages reported in the courses' total may be somewhat understated.

the College opened its doors in 1971. It is clear that the growth process has not ended, and in part this is the nature of the system.[8] While coordinated studies, individual and group contracts, and classes are offered, and a specified range of specialty areas are listed each year, the offerings within the various modes and areas change, as is the case with the faculty involved in each. This creates particular problems as the institutional goal of a flexible curriculum confronts the assumption that learning must be structured and often hierarchical. This issue has not been resolved; nor is it clear how it can be, short of fundamental changes in either the curriculum or in the minds of those who feel that more structure is essential. For its part, Evergreen's designation of specialty areas to serve as general frameworks for more particular offerings appears to be a recognition of a need among students for some predictability and structure (one can, for example, "major" in Political Economy).

Much of the early curriculum development work at Evergreen (1970-71) centered on the coordinated studies mode,[9] which was considered the essence of the new college's curriculum, providing as it did, for interdisciplinary studies, small class sizes, close student/faculty contact, and the narrative evaluation ("portfolio") process.

The opening year's program offerings, primarily coordinated studies, were based on an expectation of 750 freshmen and sophomore students

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[8]The remarks on curricular planning are taken from a paper prepared by Kormondy, Edward J., "Governance and The Evergreen State College," for the Lilly Endowment Project, February, 1976, especially pp. 12-13 and p. 25.

[9]The material in this narrative is based on a paper prepared for the Council staff by Dr. Byron Youtz, Acting Vice-President and Provost at Evergreen; "An Evolutionary History of The Evergreen State College Curriculum," October, 1978.

enrolling in seven or eight programs. Some individual contracts were anticipated for the 20 or 30 advanced students that were expected to register. During the first full year of operation (1971-72) the College registered nearly 1100 students, with about one-half in the upper division. The existing coordinated studies programs had to be restructured and new programs developed for offering at the upper division. The individual contract mode was expanded to accommodate approximately 75 students. It was also during that year that the faculty recognized a need for an additional mode--Group Contracts--for handling advanced work in some of the fields.

During the Fall, 1972, a curriculum review committee was formed to study the curriculum and make recommendations based upon an evaluation of the first full year of operation. The committee recommended further development of the Group Contract mode for advanced work, development of the fledgling internship program, and the offering of "modules" (courses) in the late afternoon or evening. The timing of the course offerings was premised on the belief that they would serve part-time students in the Olympia community and provide additional opportunities for regular students.[10] The committee also recommended development of a Learning Resources Center to assist students in developing reading and writing skills. (NOTE: One of the initial criticisms of the Evergreen instructional mode was that it was more appropriate to an exclusive private college than a public institution, since the latter would have an obligation to be open in its admissions

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[10] It has also been suggested, but not in Dr. Youtz's paper, that the timing of the course offerings had the effect, intended or not, of preserving the integrity of the coordinated studies programs, since regular daytime students would not be induced away from the interdisciplinary offerings into the course offerings.

policies. The point was made that the College would enroll some high school graduates whose basic skills, particularly reading and writing, would be inadequately developed to operate in an educational mode that might not provide for remedial instruction. It was suggested at the time that the College could resolve this problem with an entering year coordinated studies program preparing students for advanced work through the provision of instruction in English composition, etc. The committee's recommendation appears to represent an alternative method for coping with the problem.)

These modifications notwithstanding, the Committee reaffirmed a commitment to the coordinated studies program, and particularly to interdisciplinary teaching as the core of the curriculum. It made one additional recommendation of considerable importance, given the nature of the present curriculum. This was for the sequencing of coordinated studies programs by level: Basic, Intermediate, and Advanced. The changes were reflected in the 1973-74 curriculum.

During the following year (Fall, 1974) a second curriculum review committee was empaneled. This committee recommended few additional changes in the curriculum structure; rather, it cautioned against too rapid change, expressing concern that the College had moved too far from coordinated studies as the principal mode. It urged more attention to basic skills training, and it pressed for greater control over the quality of individual contracts and their limitation to advanced students. These changes were eventually put into effect.

During the 1975-76 academic year, the College mounted its first comprehensive long-range curricular planning effort. The model developed, and nearly unanimously accepted, set the stage for the present system.[11] There would be (then) nine interdisciplinary specialty areas in which the College would guarantee the availability of advanced work every year (with each area employing a combination of the various study modes). There would be a basic coordinated studies area (nine or ten programs per year), providing the entry point for the beginning students. Annual programs would comprise the third segment, which would encompass the area in which special programs for particular student groups (e.g., returning women) and experimental efforts that might be proposed by the faculty would be accommodated.

These changes were not put into effect until 1977-78. However, during the intervening year, the College tightened its procedures with regard to individual contracts, internships, and the narrative evaluation (portfolio) process. Part-time offerings (classes and coordinated studies) were expanded, with the number of classes nearly doubling. The Evergreen off-campus program in Vancouver was also inaugurated that year.

The curricular changes that were implemented during the 1977-78 academic year have provided more predictability in the curriculum. Students are able to more effectively plan courses of study which permit greater specialization. More programs are being repeated and improved thereby, rather than dropped after being offered one time. New controls on individual contracts have also been imposed.

The most recent change occurred during the Spring, 1978 term with the initiation of improved procedures for academic advising of students.

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[11] "Report of the Long Range Curriculum Planning DTF Report," (February - June, 1976), TESC.

Previously, the College relied upon advising by the faculty actually teaching the student. Since these faculty would change term by term or program by program, there was no continuity over the period of the student's presence at Evergreen. The new system provides one academic advisor for the full period of the student's presence at the institution. This change addresses a recurring concern expressed by students interviewed during the course of this study.

The consensus on campus toward these changes appears to be positive, but there is some evidence of concern among faculty and current students that the commitment to coordinated studies and innovation is being threatened. At the same time, recent proposals for curriculum change that would require students to take four quarters of coordinated studies programs and complete a senior project as a prerequisite for graduation appear to be encountering resistence among current students at the institution. From the faculty's perspective, the changes are aimed at ensuring adequate rigor in the educational process and making these expectations clear to students. The coordinated studies requirement is designed to ensure breadth in the student's educational program, and the senior project is designed to cause students to more effectively integrate the things they have learned before they graduate. Before these changes are implemented at the College they will undergo further review and discussion.

C. External Evaluations

Since its establishment, Evergreen has undergone two major evaluations by outside boards. The first was by an evaluation committee of the Northwest Association of Secondary and Higher Schools for accreditation purposes (April/May, 1974). The second was by a citizens group appointed by the Board of Trustees of the College (May, 1976).

1. The Evaluation Committee Report to the Higher Commission of the Northwest Association of Secondary and Higher Schools.[12]

As part of the accreditation process, institutions are required to prepare a comprehensive self-study (involving such matters as institutional goals and purposes, developmental aspects, governing structure, finances, facilities, administrative structure, etc.). The institution's performance is subsequently evaluated in the context of the self-study. If its goals, structure, governing processes, etc. are acceptable for accreditation purposes, and the evaluation committee finds that the essential elements of the self-study are being pursued, the school will probably be accredited. This is an important point, for the evaluation for accreditation purposes is mainly a determination of whether the school is doing what it has indicated it will do. The evaluation does not normally extend to considerations beyond this.

Evergreen prepared its self-study report in November, 1971.[13] In it the institutional objectives were described as follows:

> [The objective] is to create a college whose graduates can be undogmatic citizens and uncomplacently confident individuals in a changing world.
>
> We assume that toward this end the most valuable service Evergreen can offer is to initiate a process of continuing learning by preparing a student with the methods of learning and experimentation, by encouraging independence in pursuit of inquiries that interest and motivate him, and by providing him with counsel and resources to test this knowledge and ability. To put this negatively, we do not intend to stamp a "product" with the brand of a particular academic elite nor of a narrowly conceived vocation.

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[12] April 29 to May 1, 1974.

[13] TESC, "Self-Study Report for NASHS", November, 1971, op. cit.

> The College awards one degree, the B.A., upon completion of 36 Evergreen units. Wherever possible, Evergreen units will represent accomplishments, not accumulations of time. Units may be earned in ways designed to foster development of behavior reflecting the above goals: by participation in coordinated studies groups, by individually contracted study, by appropriately supervised experience on the job, and by examination.
>
> In order to achieve the highly individualized programs of study called for by our goals, and best achieved by our modes of learning, the College has organized itself to allow maximum concentration of resources and faculty time at the point of faculty-student contact. Evergreen will not allow departments to exist; it will not order particular experiences in courses to be given year after year; it will not order courses or curricula.
>
> Evergreen will allow the professional, without the superimposition of committees before the fact, to do what he is fit to do; it will allow him to advise and to help the student to learn and to articulate. It will encourage professionals to learn along with students, thus "teaching" by example. Evergreen will blur the distinctions among who is "faculty" and who is not; it will continually realign talents.
>
> In order to achieve the above ends, Evergreen has committed itself to continuing evaluation of students, staff, administration, and faculty.[14]

In its report to the accrediting association, the evaluation committee was mildly critical of the TESC Self-Study (". . . a very clear presentation of the institution as it exists and operates. But . . . the Study did not sufficiently critique and evaluate the institution and its operations. . . . The Report of the Disappearing Task Force of April 24, 1974 did provide something of the kind of

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[14] Idem., p. 1.

analysis and critique that would have improved the Self-Study itself."). It was also a little chiding in one other respect: "Because they set out from the beginning to offer an alternative educational experience, there is an understandable tendency for them to assume something of the role of a crusader for the particular kind of institution they have created. This posture appeared in the Self-Study report."[15] But the committee was overwhelmingly supportive of the educational process and facilities at Evergreen.[16] It even echoed some of the concerns expressed by faculty that the offering of courses "could undermine Coordinated and Contract Studies;" although it was in agreement that the provision of courses was a sound idea.[17]

The Evaluation Committee's comments on particular program offerings often contained observations which either were more positive or which implied more uncertainty over various arrangements than are suggested in its more sweeping expression of support. Some of these comments are quoted in part here.

> Basic Program--Matter of Survival: The program as it developed included less of science and more of cultural studies than originally planned or than announced in the 1973-74 catalogue supplement. There were faculty changes and a change in the level of students to whom the program was addressed. It is, therefore, not surprising that there has been significant attrition in the program during the year (around 35 percent). . . [These problems] might have been compensated for by a more active advisement program.[18]

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[15] Both quotations are taken from page 4 of the Evaluation Committee's Report.

[16] Idem., p. 28.

[17] Idem., p. 35.

[18] Idem., pp. 17-18.

Basic Program--Nature and Society: "One problem to be avoided in the future, if possible, was the need to have a faculty member present a module [course] in a scientific area outside his area of professional training. Although teachers in the program seemed to function adequately in subjects outside their own areas, especially in considering interdisciplinary questions, it would seem desirable if, on occasion, there could be participation by faculty with expertise not represented on the team."[19]

Basic Program--Individual in Contemporary Society: ". . . our brief review suggests that the internal coherence in this broad and diverse program may be near the minimum that a coordinated studies group might wish to adopt, and students may not have received a great deal of help in interrelating the different themes emphasized by the program's cooperating faculty members."[20]

Basic Program--Democracy and Tyranny: "[This program] seems to conform to the College's ideal for coordinated studies: with adequate detail the faculty proposed it in the Spring of 1973; students understood its components and made the choice early; the program suffered no major short circuit during the academic year; the students experienced a significant general education in a style which is classic but unusual, though not unique, in U. S. higher education today. Coordinated studies are probably the strongest component of TESC's educational program; Democracy and Tyranny is one of the more commendable of the coordinated studies.[21]

Basic Program--Native American Studies: "The Native American Studies program raises some crucial questions for TESC: how autonomous may coordinated studies be? Is the College a catalyst or a structural convenience? Are there commonly shared and mutually respected intellectual concepts? And concepts of learning? Will white and minority students genuinely learn from each other, or will each group be physically, emotionally, and intellectually separate?"[22]

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[19] idem., p. 19.

[20] idem., p. 20.

[21] idem., p. 21.

[22] idem., p. 22.

Basic Program--Portals: "It is obvious that meaningful and worthwhile learning experiences are taking place, for both faculty and staff [sic]. The program gained adherents as the semester [sic] progressed. Discussion with this group was open, candid, invigorating, and friendly. One left with the impression that there was a group whose perceptions of problems and ways to cope with them--was keen, insightful, incisive, and productive . . . [and] enthusiastic."[23]

Advanced Program--The Ecology of Pollution: "A sample of the 35 students showed them to be completely involved in the program and fully conversant with all aspects of the work. . . . we were impressed that students had reached a level of proficiency that is at least on a par with graduates of other institutions."[24]

Advanced Program--Matter and Motion: "A sample of the students in the Matter and Motion program indicates that they are articulate, highly motivated, and in terms of knowledge -- at least on a par with the best undergraduates in physical science programs in other colleges in the region."[25]

Advanced Programs--Freud and Jung and Form and Function: The instructional staff of the programs cannot be too highly praised. These are obviously carefully selected individuals. Their interest, concern, and enthusiasm for their teaching and their students was apparent. The instructional staff with whom we had contact had obviously mastered the difficult art of melding their original disciplinary expertise into an overriding and genuinely interdisciplinary approach to the topics under consideration."[26]

Individual Contracted Studies: "Contracts reviewed give evidence of careful planning and design. Standards are high. Work is substantive, and achievement is attested by the student portfolios bearing examples of the fruits of the student's labors, as well as by student self-evaluations

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[23] idem., p. 23.

[24] idem., pp. 24-25.

[25] idem., pp. 26-27.

[26] idem., pp. 28.

and faculty evaluations. The student self-evaluations reveal a high degree of both candor and conscientiousness, which we felt to be unusual. Indeed, students tended to be more exacting of themselves than were the faculty. This is not [sic]to be taken as an implication that faculty standards are inadequate--they certainly are not. It is, apparently, simply a matter of student standards tending to be unrealistically high, so they expect more of themselves than is possible.[27]

Contract Studies: "The College has not yet achieved a balance between coordinated studies (largely general education of the very best sort) [sic] on the one hand, and advanced study [Note: meaning contracted studies] on the other. Some students and faculty voiced the need for more curricular planning to support advanced study, which presumably would be based on contract studies. Careful thought and planning are important for advanced studies because students must have some assurance what they will find available as juniors and seniors, and because the expansion of advanced studies must not do anything to weaken coordinated studies, one of the finest and most effective educational patterns in the nation."[28]

Cooperative Education: "In the coming years it is planned to encourage increased direct contact between faculty members and field supervisors in the negotiation of student internship arrangements. Because of the time pressures on faculty and cooperative education staff, and the high demand for student internships, a major challenge to the College will be to maintain enough contact with students and employers in the field to assure that internships remain tangibly related to the other parts of students' educational experience."[29]

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[27] idem., p. 29.

[28] idem., p. 33.

[29] idem., p. 35.

The Committee's final recommendations had implications for the curriculum, and they are quoted at some length here. Overall, it is clear that the evaluation was favorable to Evergreen (and, obviously, formal accreditation was forthcoming). In its conclusions, the Committee mentioned several topics it felt required special commendation. Among them were the caliber of the students, which it found to be very high ("students are unusually busy, interested, and personally involved in their own learning"). It also noted: "Combinations of lectures, readings, small-group discussions, individual tutorials, field internships, laboratory experiences, group projects, learning contracts, and other devices are used with unusual creativity and purposiveness by Evergreen faculty and students. As a result, students seem to learn important skills of analysis, criticism, and cooperative educational planning early in their Evergreen careers."[30]

The Committee's recommendations included:

-- The establishment of a central institutional research effort to systematically collect data and make analyses of the effectiveness of the educational programs;

-- Procedures to assure the availability of time for planning for academic programs of future years to increase the precision of program descriptions in catalog supplements (and to allow the library more time to obtain supporting materials);

-- Periodic review of the distribution of the faculty in light of team needs in coordinated studies programs, the needs of students for advanced study, and the provision of a representative group of faculty skills in each of the several modes of instruction;

-- Further faculty and student involvement in the program selection process;

-- Simplification of the student evaluation process;

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[30] idem., p. 41.

-- Continuation of the provision of equivalencies in traditional course titles and credit hours for the benefit of students who wish to transfer to other institutions;

-- The broadening of a positive and creative relationship with the surrounding Olympia community. The Committee specifically encouraged the College to take advantage of the expertise available among state government personnel.

-- A positive stance in seeking to educate the public on the opportunities it offers.[31]

2. The Evergreen State College Report of the Citizens Evaluation Group to the Board of Trustees.

In many respects the citizen group appointed by the Board of Trustees for Evergreen to evaluate the College operated in a manner similar to the accreditation evaluation committee. That is, it sought to identify the institution's goals and determine the extent to which these goals were being met, and, particularly, the extent to which they were benefiting the citizens of the State.[32]

The nine-member group met on the Evergreen campus during the week of May 10-14, 1976. Essentially, it viewed its job as one of augmenting the work performed by the accreditation evaluation committee by bringing to bear a "different perspective from that of the educators who constituted the accreditation team."[33]

Overall, the group agreed that the College's philosophy, with its emphasis on interdisciplinary and practical experiences was excellent. It considered the major modes "a valuable and workable combination." It also concluded that the conflict between providing nontraditional

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[31] idem., pp.41-45.

[32] Citizens Evaluation Group Report, op. cit., p. 2.

[33] ibid., p. 3.

education and serving the needs of southwest Washington was not a problem, as the two were compatible. The group did express concern for effective approaches to tying the two together.[34]

The group made nine recommendations to improve the performance of the College, as measured against its stated goals. They included the following:[35]

1. Provide a clearer statement of institutional goals.

In attempting this, the group encouraged the College to stress that it combines the traditional forms of teaching, courses, lectures, and seminars to form an interdisciplinary nontraditional whole, and emphasize that while the curriculum is student-centered, it is not student-controlled.

2. Emphasize responses to the higher education needs of Southwest Washington.

The group believed that traditional educational needs could be met in nontraditional ways. It felt this fact needed to be stressed clearly in the goal statements of the College. The second observation here was that Evergreen's study modes could be effectively applied to characteristics of the service area, such as the importance of fisheries, forestry, and government.

3. Provide incoming students with the opportunity to develop initiative, self-reliance, self-discipline, and assertiveness in order that they may have a chance to succeed in an environment where these characteristics are critical to success.

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[34] idem., p. 3.

[35] idem., pp. 4-8. Two other recommendations dealt with increasing TESC community heterogeneity (students, faculty, and staff) and mitigating "Faculty Burnout". The latter was also described in the 1976 DTF Report (op. cit., p. 3) as "A state of high anxiety and low morale, brought on by overwork, ambiguity of roles and standards, uncertainty about the future, and the lack of effective support...".

The group considered this critical, as it felt the student, especially the less mature or younger student coming directly from high school is inexperienced in developing his own academic program design.

4. Expand the availability and effectiveness of academic counseling.

The group felt students need guidance to find the programs that best suit their needs and a sense of realism as to the extent of student influence in the content of the curriculum.

5. Develop more continuity in the curriculum.

The group felt that many students found difficulty in planning their paths through Evergreen for more than one year in advance because of the almost total reorganization of the curriculum each year. It also suggested that the College establish prerequisites or their equivalents for later work, and that it not avoid using, when it is appropriate, traditional modes of teaching. Publications should also provide clear descriptions of courses of study.

The group also felt the College should put more emphasis on skills development and remedial training opportunities for students whose skills level is low. It felt that such arrangements would reduce the attrition rate among the less mature students.

The group also suggested that the College actively involve employers in the development of the academic component of internship programs.

6. Simplify the registration process and make it more student oriented.

It noted: the school claims to have an open enrollment process. However, the actual process is a dual one. The student must be admitted

to the institution and then find an academic program and gain admittance to it. This process, the group noted, is oriented to the more aggressive student, and many other students find difficulty in locating a program of their choice. Because an Evergreen academic program represents a student's total academic load, students who take their second or third choice of program are more frustrated and disappointed than a student in a traditional institution who may have a second or third choice in individual class preference. The group called upon the College to seek ways of ensuring that the first choice is obtained as often as possible, and to that end, it suggested the College:

Encourage matriculation throughout the year;

Provide more orientation for students, faculty and staff; and

Tighten the evaluation procedures for faculty, students, and staff.

7. Develop among the residents of the State a better understanding of Evergreen.

It had several suggestions for achieving this, including more interaction between Evergreeners and other residents of the area, encouragement of the use of campus meeting facilities, and enlisting the help of Evergreen graduates in talking to high school students and other prospective students.

D. Summary Remarks

The Evergreen curriculum is difficult to describe and probably equally difficult to understand because neither the forms nor the language describing

them fit the curricular stereotypes inculcated into most observers, students and non-students. This creates special problems for the College as it attempts to convey its message.

Still, once an understanding is obtained, it becomes clear that the College offers a number of options, both in scope and in style. Moreover, it is also clear that the College is not offering a "do it yourself thing." Students must meet College requirements, and they must demonstrate continued progress.

External reviewers brought in by the College to review and comment on the program have reacted favorably, and perhaps with a little awe, when they have grasped the full extent of the endeavor. They have had suggestions for improvement, and these suggestions appear to have been seriously considered, or implemented, by those associated with the institution.

External peer evaluations are one form of review, and they are especially useful because they can bring to bear a special expertise on the subject. There are other evaluations, however, that are also important. These are the attitudes of the clients of the institution, actual and potential. Thus, the views of students, graduates, employers, and others who relate to the program as users can be helpful, and these attitudes are the major topic of the following chapter.

CHAPTER V

CLIENT AND USER IMPRESSIONS OF EVERGREEN

Evergreen students, present and past, appear to be enthusiastic about and highly supportive of their educational experiences at the institution. Similar impressions are provided by employers of graduates of the college. Both groups, however, readily provide suggestions for making improvements in the curriculum and in the social atmosphere at the College. Both also recognize the unfavorable image the College has among residents of the Southwestern Washington area. Those impressions are confirmed by surveys of graduating high school students in fifteen Southwestern Washington high schools. Those surveys reveal generally mixed impressions among these students, but they also suggest some misunderstanding of the programs the College is offering. Students indicate that they place a high value on some of the major aspects of the Evergreen curriculum, but they do not always associate these desirable aspects with the program Evergreen offers. This problem was confirmed through interviews with high school counselors, some of whom suggested that the nontraditional education Evergreen provides may not fit with the more career-oriented aspirations of current senior classes. This, too, suggests a misimpression, since the placement experiences of Evergreen graduates compare well with those of the three regional universities in Washington.

Program evaluation can involve the "output" aspects. In this case, assessment can confirm the opinions of students, and employers, and the placement experiences of graduates. Since Evergreen is a public institution with assigned responsibilities for educating the graduates of Washington high schools (especially high schools in the western and southwestern counties) the attractiveness of the program to those students and the

opinions of their high school counselors are also important considerations.

To accomplish this evaluation, questionnaires were prepared and administered to a large number of college-bound high school seniors in western and southwestern Washington. Students attending Evergreen (both on the main campus and in the Vancouver program) were interviewed. Students who had graduated from Evergreen were contacted and surveyed by mail. High school counselors were interviewed, and employers of Evergreen graduates were surveyed on their impressions of the program's capacity to prepare students for employment. Finally, placement statistics for Evergreen and other Washington institutions were collected and reviewed. The results of these surveys provide additional perspectives on the institution and its programs.

A. Attitudes of Present Evergreen Students

During September, 1978, the staff conducted interviews with 120 students enrolled on campus and in the Vancouver program.[1] They were asked a standard series of questions pertaining to such matters as their reasons for choosing Evergreen, the elements which were most helpful to them at Evergreen, those that were less so, their goals and frustrations, impressions of the Evergreen image and steps it might take to improve that image, elements lacking in the program, their impressions of a successful Evergreen student, and, last, if they had the choice to make over, would they choose Evergreen again. With few exceptions students expressed satisfaction with their educational experience, and with their choice of institution. Negative remarks tended to involve steps the College might take to enhance its

[1] To enhance the readibility of this report, details on methodology, sample size and selection, statistical analyses, etc., will not be elaborated. This information is available in the Council office for those who may be interested.

program. There were no opinions expressed by current students that would involve a wholesale change in the curriculum.

This last point is impressive, and its importance should not be diminished. However, there was some concern that there might exist a natural proclivity among students enrolled in an institution under review by an external entity to speak in supportive terms of that program, regardless of their deeper feelings. Similarly, one might also assume that Evergreen students, because of their decision to attend the institution, with its generally more unconventional program, might enter the interviews with a positive predisposition. The uncertainty was that students selecting Evergreen might reflect different cognitive and affective orientations than students at other schools. And, with such a bias, the program might be considered particularly effective to them because of its congruence with these orientations. Some effort was directed, therefore, to determining the likelihood of such factors.

The staff was provided with the preliminary findings of a dissertation involving Evergreen in preparation by a student at the University of Oregon.[2] One of the author's conclusions is that while students may be attracted to an institution because they share similar philosophies and goals or become shaped by its values, this congruence does not necessarily generate satisfaction. One may hold views apart from the norm of the institution and still be pleased with it. The converse would seem to hold as well. The study, therefore, suggests that students' critical capacities can and do override their institutional allegiance.

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[2]Robert Flor is a Washington resident and PhD candidate at the University of Oregon. His dissertation centers on an "investigation of the relationship between person-environment congruency and satisfaction with specific college environments." Evergreen, Seattle University, and Oregon College of Education are his subject institutions. Mr. Flor's gracious offer of his findings is gratefully acknowledged.

Returning to the results of the interviews with present students, the reasons cited by those interviewed for selecting Evergreen were proximity to home, excellent facilities, opportunities for experiential learning, and low student/faculty ratios.[3] Other factors cited favorably by the students were interdisciplinary studies, internships, individual contracts, "the Evergreen philosophy," lack of competitiveness, and an emphasis on learning rather than earning grades.[4] Students expressed satisfaction with the control they had over their education and the opportunities for them to plan their curriculum.

Some students described negative experiences they had at other colleges. They felt these learning experiences were simply an extension of high school

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[3]Comments about low student/faculty ratios were often encountered by the staff at different stages of the study. In fact, Evergreen, as a public institution, is formula-funded, and its institutional student/faculty ratio, approximately 20:1, is comparable to that of its sister institutions. As described in Evergreen's report on faculty utilization to the LBC (op. cit.), "During the extensive planning which preceded Evergreen's first academic year, it was of paramount concern to the faculty that instructional activity occur in small groups, large enough to provide diversity of view and experience, small enough to permit maximum interaction of students and faculty, a format which forces preparation and participation by the student. . . . Depending on a number of variables, . . . this number was generally regarded to hover near 15 but ranging from 10 to 12 to 18 or at most 20. The dependent factor, however, was recognized to be the ratio of students to faculty as generated in a state-budget system, a force outside of faculty control. The model which evolved, given the realities of probable budgeting, . . . was to as closely approximate a 20:1 student to faculty ratio as possible. . . . [The] semi-ideal model was in large measure met. . . with a ratio of 19.2:1 (or 19.8:1 if only active teaching faculty are counted)." (See p. 4.)

[4]The difficulties in summarizing comments, albeit with a standard interview, from disparate individuals are apparent in any study employing the interview technique. Efforts have been made to present only views corroborated by the comments of several students and to avoid isolated remarks unless otherwise identified as such.

and not intellectually or creatively inspiring.[5] Several adult students stated they chose Evergreen because other adult students were in attendance, and the uncertainties of sharing classes with younger participants were reduced.

The students expressed strong support for the seminar mode, which they believed to be more prevalent at Evergreen, especially for undergraduates, than is the case elsewhere. Other considerations cited included faculty support to pursue ideas and explore, encouragement to learn beyond program requirements, and the generally supportive attitude of most faculty. Several noted that the undergraduate program was similar to what they expected in graduate school, and this was considered a plus.[6]

Every student interviewed in the initial sample stated that his/her educational goals were being met. Only three (out of a total of 120 students in the initial sample) stated they would not choose Evergreen if given the choice to make over. Two of those said the reason was because of the lack of certifiable programs (e.g., teacher education). One said the reason was lack of program continuity.

While it is clear that their general impressions of Evergreen were very positive, students were also able to identify negative aspects. Lack of program continuity was frequently mentioned. Students felt hindered because

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[5]A followup series of interviews with students who had transferred into Evergreen revealed similar statements. Students described their conventional college experiences in very negative terms. At the same time, these students tended to more openly criticize structural problems at Evergreen, since they had experiences with which to compare, than did those interviewed who had never attended another institution.

[6]Surveys of graduates who went on to other institutions confirmed this. Many expressed a view that the transition to graduate school was eased, and their ability to operate in that milieu gave them an advantage over other students.

they were unable to pursue academic themes in a predictable manner to an advanced level in most areas. A second concern centered on the quality and quantity of academic advising. Students said it was needed for all persons attending Evergreen.[7] The third most frequently mentioned complaint was lack of faculty, and particularly faculty trained in certain areas of advanced studies. Students complained that when they reached an advanced level they sometimes were unable to find faculty who could teach at the level. A related concern was with the lack of faculty to teach them how to use complex and sophisticated equipment. Perceptions of "consolidation of power" by some staff members, particularly in media loan, making it difficult for students to gain access to equipment were also mentioned ("The staff plays favorites in equipment loans," or "faculty tie up equipment for their personal projects.").

Interestingly, some students cited as negative elements the lack of particular programs, e.g., teacher education, the lack of academic departments, or, related to both, the lack of faculty in some discipline areas. A few mentioned a desire for credit hours rather than Evergreen units.

The views of students who transferred to Evergreen from other institutions are important here. Most felt there was sufficient structure in the Evergreen programs to suit their needs (only one such student felt there was not enough structure). However, several stated there were insufficient "constants," with too much depending on interpersonal relationships. While most Evergreen programs were described as either good or excellent,

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[7] The academic advising problem was mentioned earlier, and it was noted that Evergreen is changing its system to provide one advisor for each student throughout the academic career. This goal, however, has not been fully implemented, as entering students are phasing into that arrangement while existing students function under the previous arrangement.

a few were described as adequate, and a lesser number were considered "terrible." Administratively, these students felt the structure needs to be "overhauled" as it contributes to disorganization. Academic counseling was identified as a troubled area by these students, as well as the others.

It is important that these views be stated, but it is possible an exaggerated impression will be gained. There was a clear tendency among students expressing negative comments (and many students stated they could find nothing wrong with the College) to return to more positive statements. In reviewing these comments, one should bear in mind, again, the small number of students who expressed complete dissatisfaction.

The Evergreen image is an important issue, and students at the College were asked to comment on it. Many observed a phenomenon that is apparent to persons outside of Evergreen as well. The positive nature of the College's image seems to vary inversely with proximity. They felt the school has a very positive national image, a less positive State image, and a poor local image. The local image was attributed to "a bad press," the physical separation of the campus from the Olympia community, and a bad start when the College opened.[8] Several blamed local impressions of students attending Evergreen, reinforced, they felt, by "the Evergreen deadbeats hanging out in town." As one student noted, "Most of the good students aren't seen by the community because they are busy studying on campus."

While recognizing that the local image is not as favorable as it might be, most felt it was changing. Success stories of graduates are beginning to be heard, and campus events are drawing increased numbers of community

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[8] One hypothesis about declining high school entrances is that the students in the early years returned to their high schools and told other students and counselors of their experiences during the generally chaotic first year. These impressions were reinforced in the retelling, and subsequent cohorts of students selected other institutions.

residents. They suggested that more outreach programs, such as the Vancouver program, and more community-oriented programs on campus would help. They also suggested holding more school events in town (although some said more community events need to be held on campus). More internships in Olympia, a better marketing program, a master's program (and a BS degree, since Evergreen only offers the BA), getting graduates out to speak with high school students and counselors were also cited as steps that could be taken to improve the situation. Finally, many students stated they felt it important for the State to let the school alone to work out its problems. They felt publicity surrounding State-directed inquiries hurt the school in the eyes of parents and potential students, turning them away.

The recommendations in all areas proposed by the interviewees can be organized as follows:

- Implement a course for new students to run concurrently with their program to help them ease into the Evergreen system;
- Develop consistent standards for evaluations and clearly-defined portfolio requirements;
- Offer a BS degree;
- Initiate a master's program;
- Assign an academic advisor to each student;
- Restructure the present academic advising office;
- Establish a place on campus, such as a coffeehouse, for students to socialize;
- Offer school-wide social events (dances, etc.) and traditional social occasions (homecoming, etc.);
- Seek more involvement in and with the community;

- Get graduate student success stories out; work public relations;

- Expand research and internship possibilities in the community for selected students; make such experiences available to selected students as a "reward."

B. Remarks of Evergreen Graduates

A random sampling of Evergreen graduates was prepared from College files to obtain impressions of the opinions of Evergreen graduates regarding their educations. Each (all were from the 1976 and 1977 classes) was contacted for assistance in completing this aspect of the study. To a person, the respondents supported Evergreen's alternative approach to higher education. They felt the strongest points and the elements setting the school apart from other institutions were its interdisciplinary approach to learning, and the accessibility of faculty through small classes and seminars. They cited the potential for internships and in-depth study of subject areas, the evaluation system, and (with the help of a better advising system), the need for each student to be responsible for her or his program.

At the same time, they also indicated belief that the Evergreen system can be improved, making it more compatible with more traditional educational structures and assisting, thereby, graduates in their competition in the job market. They also indicated Evergreen should develop and require programs expressly for the purpose of familiarizing new students in basic skill areas and with the Evergreen system. A stronger academic advising system was also mentioned, as was the need for greater continuity in academic programs. While they liked the evaluation system, they also recommended a shorter and simplified transcript (one especially suited to the needs of employers and graduate schools). Finally, they also suggested the College institute

better controls to protect the value and credibility of internships and individual study contracts.

Several remarked on Evergreen's image, which they felt was unfavorable, and which they believe is partly the result of rumors and misunderstandings. As one graduate put it:

> What really needs to change is not Evergreen, but other peoples' perception of Evergreen. I don't mean to imply that some crazy things and people don't go on at TESC, which rightfully concern citizens; but this is simply a price that has to be paid for a healthy degree of educational freedom. The abundant benefits outweigh such costs, if they could only be as easily seen. But as we all know, negative events sell newspapers and generate excitement, not positive."

Graduates suggested the College take steps to disseminate personalized, positive information about the students and faculty, their goals and achievements. Evergreen, some said, will increase its direct-from-high school population only when legislators, parents and students no longer believe an Evergreen degree is a high risk investment.

The letter inviting graduates to "briefly describe how feature(s) of the Evergreen environment either helped or hindered 1) them in obtaining a job or admission to graduate school; and 2) their effectiveness as graduate students or employees" did not specifically ask for a ranking of the elements about which they felt most strongly. But almost without exception, respondents made comments favorable to interdisciplinary studies. Specifically, they expressed opinions that their experiences in Evergreen interdisciplinary studies programs improved their effectiveness, both as graduate students and employees. Through the integration of disciplines and a variety of academic activities--lectures, seminars, labs, field experiences, research--they had been trained to:

1) think in terms of concepts as well as specifics;

2) introduce organization to the problem-solving process; and

3) take a more active and, hence, more responsible part in their education.

The majority of respondents felt the real innovation at Evergreen stems from the combination of interdisciplinary studies and the "low student-faculty ratio." (As noted earlier, the student/faculty ratio is similar to other Washington public four-year institutions.) They felt Evergreen's emphasis on small classes, personalized instruction and interdisciplinary studies provided an education unavailable anywhere else in the state.

They seemed to recognize the advantage in knowing the faculty and other students well: "Growing with friends is not nearly as painful as growing with strangers." Their experiences since graduation from TESC at educational institutions of a more traditional nature (for those who went to graduate school) served to intensify their appreciation for the opportunity to have worked closely with faculty.

> "I have found how extraordinary it is to know many professors on a first name basis and to feel welcome in their offices and homes for formal and informal discussions. It is a privilege only graduate students enjoy here."

Several remarked that Evergreen's greatest asset is its faculty--"They are there to teach!" Others observed that much of the success one enjoys as a student depends on the faculty with whom one works. Some Evergreen faculty were found to be too individualistic; i.e., not well-suited to "helping" less-than-outstanding students. They suggested two primary ways in which the College could help to alleviate this problem. First, improve the students' ability to choose among available faculty and programs;

i.e., through orientation in a required coordinated studies program and better academic advising. Second, strengthen the faculty evaluation system.[9]

Many of the graduates indicated the single most attractive element of education at Evergreen was its internship program, and that a well-directed internship is central to learning. They felt internships provided them with practical learning opportunities, enabling them to acquire skills important in a competitive job market and to determine their ability and interest in particular career fields.

These same persons, however, expressed concern that their positive experiences were devalued through the College's inability to control both the process and quality of internship and individual contracted study programs.[10]

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[9]During January through June, 1975, Evergreen conducted a Delphi study (Institutional Goals Inventory: A Delphi Study, 1975) asking faculty, administrators, and students three questions: 1) What goals are important to Evergreen? 2) How are we doing in terms of accomplishing those goals? 3) Can we come to a consensus on the emphasis those goals need to have in the future? Through the use of three sequential questionnaires administered to 184 students, faculty, administrators and staff, consensus on an inventory of 200 goals and the importance of each was established. Respondents were asked to assign an importance rating to each goal by indicating whether they were "opposed" to the goal or whether it was of "no," "little," "medium," "high," or "extremely high" importance. The goal given an "extremely high" importance rating by the largest percentage of the population sampled (58 percent) was "To maintain quality faculty via vigorous and effective evaluation systems. . ."

[10]Field supervisors of TESC interns seem to agree that the internship program needs upgrading. In August, 1978, Evergreen sponsored a seminar for intern field supervisors; i.e., employers. A significant portion of the day-long seminar was directed toward defining the roles and expectations of the student, intern supervisor, faculty, and school (e.g., "What kind of screening of potential interns does TESC do prior to the negotiation of an internship?"); and the need to develop stronger communication systems between all involved parties. (Some field supervisors expressed concern about the virtual lack of communication between them and the student's faculty sponsor. Others were seeking ways to strike a balance between their organization's needs and the student's desires.)

"If Evergreen has any weak spots, I think it is in the area of individual contracts and internships. While I was attending Evergreen, it was possible to attain a degree by completing a large amount of field work and very little classroom study. This is, of course, of great value to people in their search for employment; but it is an injustice to the Bachelor of Arts degree."

"Evergreen is not 'tough' enough on most interns and contract students. Some just con their way through."

Some graduates stated that individual contracts and internships were too frequently given to students who didn't have either sufficient motivation or sufficient knowledge to complete the contract agreed upon. A few noted that such inabilities apply to faculty as well. Students feel short-changed when they negotiate individual contracts with faculty who are "interested" in the subject, but who have no real knowledge--much less expertise--to offer as a resource.

The College has taken steps to alleviate some of these problems. For example, the Office of Cooperative Education has described its expectations of potential interns: "An internship is first and foremost a learning opportunity. . . You must be qualified for the type of internship you are seeking."[11] Greater emphasis has been given the contract negotiation process: ". . . all pertinent matters--including but not limited to learning objectives, on the job activities, evaluation procedures, and respective responsibilities of the student, faculty sponsor and field supervisor--will be negotiated and agreed to before you begin your internship."[12]

Similar adjustments have been made in individual contracts. Faculty will carry only a limited number of contracts, enabling them to give more and better attention to individual students. The 1979-81 catalog defines

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[11] AARG! Academic Advising Resource Guide. TESC, 1978, p. 15.

[12] TESC Catalog, 1979-81 edition, p. 2[illegible].

the general responsibilities of faculty and students involved with individual contract learning.[13]

Former TESC students appear to believe, however, that even stronger controls should be implemented. Many suggested that coordinated studies and group contracts should be emphasized for the first two years, and that individual contracts and internships should be reserved for those who can present evidence to support their readiness to enjoy the privilege. Graduates also suggest that steps be taken to better integrate such programs into the rest of the College curriculum.

The graduates overwhelmingly favored the College's policy of evaluations of coursework completed.[14] It is deemed a more complete and fair means of communicating than is a letter grade. The TESC evaluation system is also viewed as an impetus for emphasizing the students' sense of responsibility for their own education.

> "The evaluation system at Evergreen is tremendous. Being required to review my learning and the sessions with my faculty members continually served as a drawstring for my education in the previous quarter. I consistently felt a sense of where I had been and where I wanted to go."

> "The evaluation system was far more helpful to me than the grade point system. It was easier to see that I was working for myself, rather than for some grade point."

While graduates believed the evaluation system is good, some suggested ways in which it would be made more effective:

1) Guidelines should be established which require faculty to address identified areas of performance and ability. The lack of policy guidelines may not serve the student's best interests.

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[13] ibid.

[14] At the end of each quarter, faculty members hold conferences with individual students and then prepare a two- to four-page detailed evaluation of that student's work and learning. Written evaluations by faculty, together with students' self-evaluations for each program taken from a permanent student portfolio round out the process. TESC Catalog, p. 73.

2) Without a grade threat the student might not see the benefit of hard work. The college should develop an easy-access training program to explain the portfolio program and aid students in preparing portfolios.[15]

The respondents stated the need to plan their own programs was a maturing influence. A few went so far as to say if it had not been for Evergreen's self-motivate/direct educational philosophy, they would not be where they are today. Almost without exception, however, they do not attribute their success entirely to Evergreen's alternative structure.

> "Those who profit from their experience at Evergreen are those who can use the alternative bureaucracy to their advantage. I feel this is what I and many other graduates have been able to accomplish, but it was no easy task."

Surprisingly, many graduates consider Evergreen's "open enrollment" policy and its lower-division curricular design as major obstacles to raising its public image and serving Southwest Washington. In inviting all to enroll, they say, Evergreen must be prepared to teach the basic skills needed for students to survive. Without adequate preparation, students fail to take proper advantage of the College's educational services. Several noted many students were lost and aimless even though they appeared purposeful; further, they did not know where to turn for advice, support and assistance. The College had no process or system whereby students unsure of their direction could succeed.

> "I think advising should be expanded. It's easy to take a wrong turn. Sure, it's good to make mistakes and to have to correct them, but learning by mistakes can be very costly."

> "It's not true that 20-25 year-olds are mature and able to make large decisions."

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[15] The AARG! Academic Advising Resource Guide, op. cit., describes the evaluation and portfolio systems; pp. 29 - 33

They recommended that Evergreen's academic advising program be strengthened to ensure students have balanced and goal-directed curriculums.[16] As a mechanical means to improve the educational decision-making process, they would like Evergreen to make available lists of the requirements of various graduate schools and civil service positions, and ways they can structure their education accordingly.

Graduates also expressed the view that Evergreen should clearly define what it is not staffed or equipped to do or teach.[17] The effects of the lack of course and program continuity, they complained, are frustration, educational deficiencies, and poorly planned programs.

The Evergreen transcript was described by one graduate as a "leviathan in the American bureaucracy;" i.e., cumbersome and difficult to interpret. The graduates perceived prospective employers and graduate school admission committees as generally reluctant to give individual attention to any applicant's transcript. In their experience, some, in fact, react unfavorably to the excessive amount of reading.

A number of graduates proposed that Evergreen devise a simplified, shortened transcript, one that more clearly communicates course equivalencies. Special attention, it is suggested, should be given to how course equivalencies are titled, with an aim toward titles that approximate traditional college requirements, and to the addition of a summary evaluation form.

As is the case with the comments of current students at Evergreen, it is possible, by attempting to convey their impressions of matters that

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[16] This fall (September, 1978), Evergreen implemented a comprehensive Advising Program for new students. Over the next four years the College will undertake to systematically address the academic advising needs of all students. Information about the program is available through the office of the Dean of Enrollment Services.

[17] In The Evergreen State College Institutional Goals Inventory, op. cit., the second most important goal identified was, "To communicate more precisely what Evergreen realistically has to offer to prospective students. . . "

might be improved, to create an overall impression of major dissatisfaction with the College program. Such is decidedly not the case. The graduates expressed satisfaction with the total educational experience, directing their remarks to modifications that could make it still better. Their recommendations for doing so can be listed as follows:

- Establish a required first-year program to orient new students to the school and develop their basic skills (NOTE: Programs of this nature are offered, but they are not required. The graduates are speaking of a requirement, one which, presumably, could be waived only through successful demonstration of proficiency.)
- A strong academic advising program for all students;
- Stronger controls on the individual studies and internship programs;
- Increased course and program continuity;
- A shortened, simplified transcript;
- A summary evaluation form and evaluation guidelines.

C. Comments of Employers and Supervisors

As part of the study, letters were sent to 34 individuals in public and private organizations believed to have hired one or more TESC graduates.[18] The letters requested assistance in evaluating the College's performance as an educational institution as follows:

> The Evergreen State College states that its method of education--one that emphasizes interdisciplinary learning--is an appropriate and effective way to produce competent individuals and employees. Evergreen's objective is to prepare graduates who:

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[18] It is difficult to get the names and addresses of organizations employing graduates of any institution. Available information is general rather than specific; hence, the small number involved in the employer/supervisor survey.

1. Work well in situations requiring both group and independent efforts;

2. Communicate effectively--writing, speaking and interpersonally;

3. Demonstrate a better-than-average ability to solve problems; and

4. Respond constructively to evaluations of projects they undertake.

As an employer or supervisor of an Evergreen graduate(s), has this been your experience? How does the performance of TESC graduates compare with that of graduates of other schools?

In general, the respondents believed Evergreen's educational approach is more closely related to the challenges encountered in work situations than is that of more traditional schools. Graduates were judged to be superior to graduates of traditional schools in self-directedness and their ability to solve problems. Employers attributed the development and enhancement of these particular qualities to the College, as do TESC graduates themselves. Employers noted, in particular, the willingness and confidence with which TESC graduates approach new situations. The following comment is, perhaps, more enthusiastic than most; but it captures the essence of these perceptions of the TESC educational concept.

"Of course there are individual differences, and I have had students from other colleges who did well in these areas, too; but there is no doubt in my mind that the Evergreen approach to learning does indeed yield consistently [sic] highly motivated, confident learners who approach new situations with verve, competence and curiousity. Do whatever is necessary to maintain Evergreen in its present format--it's a badly needed presence in the whole educational scene."

Employers saw some problems with the Evergreen approach. Some were critical of the need for students to design their own programs--some of which are rather traditional--from scratch. The problem is exacerbated, in their opinion, by Evergreen's failure to identify what it can and cannot

do or teach, and by discontinuities in its curriculum. As a result, they stated TESC graduates sometimes lack specific day-to-day work skills or are unable to demonstrate an overall knowledge in their self-identified major area of study.

A different complaint was directed at Evergreen's non-specific degree and transcript system. One individual who recruits and hires for a major state agency indicated that although the organization has been pleased with the performance of Evergreen interns, it cannot hire them if job specifications require the graduate to have earned a specific degree (a B.S., for example) or completed a certain number of credit hours in a specific discipline when their transcript doesn't clearly reflect those achievements. According to him, Evergreen graduates are hurt in their job search because "they can't compete on paper." Evergreen, it was suggested, should better describe course content and TESC units; i.e., equate them to equivalent traditional courses and to credit hours.[19]

Finally, one employer was critical of Evergreen's policy to allow students to earn a degree almost entirely through individual contracts, regardless of the reason:

> "The individual contracted studies program appeared to me to be extremely light-weight. My regard for the value of an Evergreen degree was diminished by this. If an Evergreen degree is being considered as a factor in employment, we will need to explore the manner in which it was earned."

The need to tighten policies on both individual contracted studies and internships was also identified by current and former TESC students.

In summary, a major impression from the survey of employers is their endorsement of the Evergreen interdisciplinary approach to learning. In

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[19] Evergreen has already adopted this practice; but, according to this respondent, it needs further refinement.

their opinion it effectively improves graduates' abilities to conceptualize and problem solve. Employers, however, were critical of Evergreen's failure to meet the needs of its graduates through a) the identification of programs offered; b) ensuring the academic integrity of some individual learning contracts; and c) the modification of the TESC transcript to satisfy employment screening processes and requirements.

D. Survey of High School Students/Interviews of Counselors

Another major survey mode for this report centered on graduating high school seniors and their counselors. The objective of the survey was somewhat different from the other efforts. In this instance the concern was not with the effectiveness of the Evergreen program in terms of its capacity to educate students but rather with the impressions of that program, and of the institution, among students who could decide to attend Evergreen upon their graduation from high school. The interviews with their counselors provide further insights into the problems Evergreen must resolve if it is to succeed in reaching this population. These problems are especially critical to the College, given the annually reduced numbers of students entering it directly from high school. It is clear that Evergreen is not attracting many students directly from western and southwestern Washington high schools (or from Washington high schools in general), and this contributes significantly to the shape of its enrollment growth curve.

Nearly 750 students (mostly seniors) from fifteen Washington high schools were surveyed.[20] The participating schools selected the students

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[20] Weatherwax, Aberdeen; Bellevue, Bellevue; Central, Centralia; W. F. West, Chehalis; Hoquiam, Hoquiam; North Thurston and Timberline, Lacey; R. A. Long, Longview; Capital and William Winlock Miller, Olympia; South Kitsap, Port Orchard; Shelton, Shelton; Lakes and Washington, Tacoma; and Tumwater, Tumwater. Forty-six students at Bremerton High School were also surveyed. Their responses were not collected in time for inclusion in this study.

to be surveyed; generally two college-prep classes were involved--one Science/Mathematics and one Humanities class. Students were alternatively given one of two questionnaires--a "general" and a TESC questionnaire--on a 2:1 ratio. The purpose of the survey was to compare students' perceptions of what they believe to be important in choosing a school with their classmates' perceptions of Evergreen. The first questionnaire, administered to 496 students, asked them to indicate on a scale of one to four the importance of a series of considerations in choosing which college or university to attend.[21] The second, administered to 251 students in the same classes, asked them to indicate to what degree, also on a scale of one to four, the listed considerations described The Evergreen State College. The lists of considerations on both questionnaires were identical.

Significantly, approximately one-half of the respondents to the Evergreen questionnaire indicated they knew little or nothing about Evergreen. These students simply completed the remaining portion of the questionnaire (institutional preference, etc.). This finding, important in itself, implies that comparatively large numbers of potential students are not receiving the Evergreen message and know nothing about the College at the time they are making decisions about which college to attend.[22]

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[21] Once more, to enhance the readability of the report, excessive detail is being avoided. Further information on the survey and the results is available in the CPE office. For the reader of the report, however, the full list of statements and the percentage response distribution and related information is provided in the Appendices.

[22] This finding also affected the responses. The general effect was to skew the arithmetic mean. In the analysis, "N" equals 251, minus the number in the "no response" category. Similarly, when comparing the responses from the first group with the second, the index figures are calculated so as to exclude the "no response" category from the first group as well.

The areas of greatest dissonance between what the first group of high school seniors indicated they want from a college and how the second group perceived Evergreen appear to fall into the categories of outcomes and form. "Graduates get jobs in their area of interest" represented the high school seniors' first concern. It received very important ratings by 79.8 percent of the respondents; it appeared second on the list of fairly/very important elements combined. It was, however, perceived (incorrectly) as an area in which Evergreen is least successful.

A comparison of all those elements marked important (both fairly and very important) by 75 percent or more of the "general" respondents and the TESC respondents' perceptions of Evergreen is informative. Surprisingly, comparatively few respondents perceived Evergreen's curricular structure or modes of instruction as very different from what they felt were desirable. For example, students indicated an interest in planning a significant part of their own programs, in studying a subject in depth, in basic introductory courses and internships, and in written evaluations of their course work. They believed Evergreen offers these opportunities.

An examination of areas in which significant differences exist between what seniors want from a college and what they believe TESC offers, (TABLE V-1) indicated that Evergreen may project an image of an impersonal college not too concerned about whether or not its students are learning- or goal-directed. The areas in which TESC is perceived to fall short were: Graduates get jobs in their area of interest; Teaching is the most important mission of the school; Faculty expect students to work; Students are committed to learning; The college responds to inquiries as though they want you as a student; Classes are small; Faculty are accessible to individual students;

Graduates are admitted to graduate and professional schools; and Tuition is relatively low.

These findings, which directly relate to Evergreen's primary goals and objectives--areas in which the College believes it is successful--rather clearly reveal the College's failure thus far to get its message across.[23]

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[23]These analyses emphasize the students' view of what is important in making a college choice. A slightly different perspective is obtained when the various elements are ranked by mean scores; i.e., the value of the raw scores for each element is averaged. When this is done, the list of elements important to making a college choice does not change much. Rather, it becomes more apparent that high school seniors have, in fact, some knowledge and understanding of The Evergreen State College. However, certain important aspects of the Evergreen educational concept, as already noted, go relatively unappreciated.

TABLE V-1
CONSIDERATIONS IMPORTANT IN CHOOSING A COLLEGE*
COMPARED WITH PERCEPTIONS OF EVERGREEN

(GROUP #1) Important in Choosing a College	(GROUP #2) Believed True About TESC	Difference (Column 2 divided by Column 1)	
1.25**	1.21	0.97	Modern equipment and facilities available
1.23	0.93	0.76	Graduates get jobs in their area of interest
1.24	1.12	0.90	A variety of programs are offered which emphasize preparation for specific careers
1.20	1.17	0.96	Academic advisors and career counselors are accessible to the student
1.18	0.92	0.78	Teaching is the most important mission of the faculty and the school
1.18	1.18	1.0	An opportunity exists for the student to plan a significant part of his/her program (with an advisor's help.)
1.16	1.05	0.91	Programs support students' efforts to develop a personal and professional identity
1.17	0.97	0.83	Faculty are accessible to individual students
1.17	1.03	0.88	A wide variety of specialty areas are offered
1.20	0.96	0.80	Graduates are admitted to graduate and professional schools
1.13	1.07	0.95	The student can study a subject in depth--as an individual or in a small group

*List includes all those considerations important to 75 percent or more of the "general questionnaire" high school survey respondents.
**Figures are normalized indices derived by dividing percentage agreement with the particular statement by the average percentage agreement for all statements. The average would equate to 1.0.

TABLE V-1, Continued:

(GROUP #1) Important in Choosing a College	(GROUP #2) Believed True About TESC	Difference (Column 2 Divided by Column 1)	
1.12	1.04	0.93	The student is helped to develop the skills required for productive research and study
1.11	1.18	1.06	Students are expected to be responsible for their own learning
1.12	0.89	0.79	Students are committed to learning
1.14	0.98	0.86	Most courses will transfer to four-year colleges and universities
1.11	1.16	1.05	Basic introductory courses are offered
1.11	0.88	0.79	The college responds to inquiries as though they want you as a student
1.11	1.05	0.95	Learning opportunities include work/internships which will count toward graduation
1.08	1.09	1.01	The instructor writes an evaluation of coursework completed
1.07	0.83	0.78	Faculty expect students to work
1.06	1.12	1.06	Sports and recreation facilities
1.04	0.97	0.93	Grades are assigned as an indication of accomplishment
1.03	1.20	1.17	Attractive campus setting
1.03	0.84	0.82	Relatively low tuition
1.01	0.81	0.80	Classes are small
1.03	1.10	1.07	Individualized instruction is available (e.g., film loops, programmed texts, computer-assisted instruction)
1.00	1.13	1.13	The student can take four or five different subjects at once
1.00	0.94	0.94	The faculty are involved in research

The discrepancy between message and perception is further apparent in the comparatively high scores attributed to elements that tended to be criticized by students attending Evergreen (as noted earlier) by students who were relating their impressions of the school as high school seniors. For example, responding high school students believe that Evergreen students are helped to develop skills required for productive research and study, but this is one of the areas most persistently criticized by students attending the College. This is also the case with the statement that basic introductory courses are offered and the statement that students can take four or five different subjects at once.

Surprisingly large numbers of students responding to the "general" survey indicated interest in part-time jobs and intercollegiate athletic competition. These findings are supported by data gathered by the Washington Pre-College Testing Program in its survey of 1978 college-bound seniors. The WPCT staff found that 66 percent held a "regular part-time job" and that 52 percent and 37 percent participated in intramural and varsity athletics, respectively. (Seventy-nine percent indicated they regularly attend athletic events.)

Only four elements were judged to be important by less than half of the general respondents:

TABLE V-2

ELEMENTS CONSIDERED IMPORTANT
BY LESS THAN HALF THE RESPONDENTS

	(GROUP #1)	(GROUP #2)	
	Important in Choosing a College	Believed True About TESC	Difference in Favor of TESC
Your four years in college will be spent taking mostly required courses	0.38	0.35	- 0.92
College located near home	0.48	0.93	+ 1.94
Opportunities for political involvement	0.50	1.01	+ 1.02
Instruction is relatively traditional	0.65	0.60	- 0.92

The open-ended question, "Are there any colleges or universities in the state about which you have formed distinct impressions--favorable or unfavorable? Which one(s) and what are those impressions?" invited a number of comments, many of which were derogatory, about Evergreen, particularly from high school students in the Olympia area.

Many students indicated they received their information about Evergreen by word of mouth; that unfavorable rumors were so strong, so logical in their progression, that they are accepted as true. When such suspicion gets into the mind, it seems that small things can confirm it. One person remarked, for example, "If you see a person associated with Evergreen who looks like a hippie, it serves to reinforce your negative expectations; but if the school sends out someone who doesn't fit that image, you think, 'Who are they trying to fool?'"

Reviews of other schools were mixed, though mostly favorable. Interestingly, the University of Washington appears to have established the most favorable impression in many seniors' minds, although they think it's too big.

Finally, students were asked several general questions, responses to which are offered without comment.

1) If you were making the choice today, what school would you most likely choose to attend? Schools most often picked as a first or second choice were the University of Washington, Washington State University, a community college, and a private college or university, in that order;[24]

2) What are your career interests? Student choices were so varied that space does not permit a summarization. A detailed list is available from the Council office. A more useful source of information concerning students' career interests may be the report, "State of Washington 1978 College Bound Seniors: Characteristics and Plans," published by the Washington Pre-College Testing Program;

3) Rate publications and other sources according to their usefulness in providing information related to college choice. Brochures describing specific programs and academic offerings were viewed as most useful, followed by information on student services (advising, career planning and placement, financial aid, etc.), the college catalog, and the college handbook, "Mapping Your Education" (MYE).[25]

As expected, parents, teachers, counselors, and friends who have been to college are judged to be the most useful personal-contact sources of

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[24] Evergreen was not identified in the top five institutional choices in the aggregated responses of any of the 15 high schools surveyed.

[25] "A Handbook for Students, Parents, and Counselors," A Cooperative Project of the High Schools and Collegiate Institutions of Oregon and Washington (Abbott, Kerns & Bell, 1978).

information, although personal visits to the college campus and attending presentations by college representatives were recognized by some as valuable investments of time and energy.

The findings of the survey of high school seniors are revealing for several reasons. First, many high school seniors know little or nothing about The Evergreen State College. Second, the areas in which TESC does not appear to satisfy students' perceptions of an "ideal" college are primarily those in which the College believes it is most effective. Unfortunately, Evergreen's "no grades, no requirements, and no majors" philosophy may have come to mean (to high school seniors) no work and no useful outcomes. Third, seniors appear to be quite career conscious. But they don't believe Evergreen's programs, faculty or students will support their efforts to achieve this objective. They do not perceive Evergreen as either a career- or learning-directed institution.

On the positive side, high school seniors indicate the availability of modern equipment and facilities is an important factor in choosing a college,[26] as is the opportunity to plan a significant part of their program and the potential for internships. They appear to be aware that TESC offers these opportunities. At the same time, no data were collected which provide insights into their perceptions of other colleges. It is possible that seniors perceive these educational elements to be available at most schools, as, in fact, they are. In the end, Evergreen may be perceived as having little to offer that is unique to that institution except negative values.

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[26]The availability of modern equipment and facilities seems to be a very important element in influencing choice of college.

Finally, a review of the list of negative perceptions suggests that many can be addressed through an improved communications/public relations effort. If these findings are valid, this should be one of the College's highest priorities.

It is at this point that the interviews with high school counselors become important. While visiting the fifteen Southwest Washington high schools to administer the survey to college-bound seniors, the staff interviewed more than 40 counselors and spoke with a smaller number of teachers and principals about The Evergreen State College. Questions were directed toward their impressions of the College: How effective is Evergreen's information dissemination? What seems especially effective at Evergreen, and what doesn't? What can Evergreen do to attract more high school graduates?

Counselors in the Olympia area appear to have been impressed with Evergreen's efforts to ensure that they (counselors) understand the Evergreen "concept." For example, two years ago the TESC admissions office initiated a series of lunch-time meetings on the Evergreen campus to talk with local high school counselors about the College--its programs, procedures, etc. Counselors viewed these sessions as very effective.[27]

Beyond the Olympia area, counselors appear to have a limited understanding of how the college operates and what it has to offer. They complained of the lack of communication between Evergreen and themselves and the quality of that communication. Some have trouble grasping what goes on at the college, indicating that neither the staff nor catalog have satisfactorily addressed their questions. Some of the unresolved items reflect how basic the communications problem is: "What can the student expect

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[27] Still, few high school students from Olympia start college at Evergreen. This suggests that counselors may understand the College, but they either do not recommend it or they do not influence students to choose it.

when he gets there--class time, outside study time, etc.?" "What basic courses do they offer?" "What is interdisciplinary study?" "Is TESC for only the highly motivated, exceptional student?" "What kind of graduate does Evergreen turn out? Their degree seems nonfunctional."

A number of counselors expressed the need for The Evergreen State College to develop better publications. Many indicated the College should recognize that time doesn't allow them to interpret college catalogs for individual students. Two or three counselors added with some feeling: "I cannot understand the Evergreen catalog; therefore, I cannot advise anyone from it, anyway." Nor, they say, are students likely to read a college catalog from cover to cover. Important information must be identified, then stated in clear, concise terms.

Counselors' and teachers' responses to the question, What is effective at Evergreen and what is not? were directed almost entirely to their perception of Evergreen's "no-fixed requirements" curriculum. Counselors and teachers appear to have strong views about unstructured, "do-it-yourself" programs. In their view many high schools have tried the open-learning concept and have concluded that it doesn't work. They offered the following reasons why they believe its chances for success are not great at Evergreen either.

First, they believe the average 18-year-old expects to "get" an education, not to educate her/himself with the help of teachers as guides. Second, student interest in alternative learning programs has diminished greatly. Third, Evergreen is viewed as best suited to self-directed, self-motivated students. Counselors and teachers appear to believe that a not very high percentage of 18-year-olds possesses these qualities, nor do they appear to believe TESC works well for highly-structured individuals, especially if

they have not identified an educational goal.

One counselor, when asked specifically what he did when students expressed an interest in Evergreen, was surprised to recall that he usually said, "You'd better be prepared to work on your own, to exercise self-discipline." He admitted he said nothing even remotely similar to students interested in other schools.

One of the more thoughtful responses to the question came from a counselor who attributes Evergreen's inability to attract the average high school senior to a combination of circumstances.

> "I could not say Evergreen has 'failed.' Rather it does not appear to offer a system of instruction which meets the needs of the vast majority of our students. Concepts such as seminars, no letter grades, no classes in the traditional sense, are so unique that most of our students have little experience in these areas to draw from in trying to make a determination whether or not they would like such a system. They simply have never experienced such things. I believe the average high school senior is afraid to take such an instructional approach his first year out of high school. The average parent is likewise unwilling. Additionally, many of our seniors do not have their interest well-defined enough to select even a coordinated studies program. Perhaps the biggest reason students do not select Evergreen is the social life there does not appeal to them--from the absence of interscholastic sports to the physical appearance of some of the Evergreen students. They simply feel they will not fit in, and the fact that none of their friends plan to attend only reinforces this fact."

High school counselors, teachers and principals suggested a number of changes Evergreen could make in order to improve high school students' and their parents' perceptions of The Evergreen State College.

First, Evergreen is both shrouded in mystery and perceived in an unfavorable light. It needs to embark on an extraordinary effort to familiarize parents, students, teachers, counselors and principals with the school. The personal contact approach is believed to be most effective--perhaps a good, enthusiastic former student to talk with small groups.

Greater emphasis should be given to short publications; few students will take the time to read the catalog. (Publications should include a description of the process by which TESC credit transfers to other four-year institutions.) An accurate image of the school should be projected through television.

Second, Evergreen should institute some requirements and majors. Respondents state that students and parents appear awed by the freedom of TESC students and the College's apparent lack of identifiable degree or career objectives. They state that parents want to associate college-going with familiar, goal-directed programs, and so do students.

Third, Evergreen should describe itself in traditional terms so that people can be made aware that it is not completely nontraditional. According to the counselors, all publications must be easy to comprehend; TESC reaches certain people now, but only the few who speak the same language.

Fourth, Evergreen should reconsider its noninvolvement in intercollegiate sports, such as soccer, tennis, swimming, etc. Significant numbers of students are involved with athletics in high school, and this provides a primary means to develop student enthusiasm, loyalty and spirit. The community also relates to athletics, and sports generate positive publicity.

Fifth, in view of the influence parents, teachers, and counselors exert on students' choice of schools, Evergreen should increase its efforts to get them to the campus. The College is not perceived by counselors as meeting the educational needs of many adults in Southwest Washington. More part-time and evening programs, the offering of graduate programs, and fifth-year teacher certification programs would be steps toward meeting needs and enhancing Evergreen's prestige.

During the process of the CPE staff interviews with high school teachers and counselors and the survey of seniors, it became apparent that many are receptive to evidence of change and success at Evergreen. Interestingly, Evergreen faculty efforts to teach courses to high school students in the area to acquaint them with the Evergreen concept have been well received; but mostly the best students enroll, and "they usually end up going to the best schools--often out of state." It seems clear that Evergreen must direct its public information efforts to a larger audience.

E. Evergreen Placements

The final element in the program evaluation efforts also centers on outcomes: the placement experiences of Evergreen graduates. In order to obtain information on this aspect of Evergreen's operations it was necessary to rely especially heavily on the College's resources.[28] Evergreen appears unique among Washington public four-year institutions in its efforts to survey its entire graduating classes rather than simply those students who register at the placement office. During 1978 the College conducted two major placement surveys. The first involved 400 regional colleges and universities throughout the country; the second involved the five other public four-year colleges in Washington.[29]

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[28]The College provided a considerable amount of information, including the following: "Summary of Placement Information from the First Run of the National and Instate Surveys," Memo from Les Eldridge to Daniel J. Evans, September 15, 1978; "Report on Graduate Placement, TESC," January, 1978; "Evergreen Graduate Placement: Students in Political Science and Administrative Fields, 1972-1976," January 28, 1977; "Graduate Placement in Health Fields at TESC," January 27, 1977; "What do Students do After Evergreen," a report from the area of biochemistry and molecular Biology," Drs. Kelly and Guttman, (no date, but the report contains data through 1977); "Reports I and II to Study Questions of Senator Harry B. Lewis, Washington State Senate," prepared by Charles J. McCann, dated November and December, 1976. Some of the detail from the documents appears in the Appendices.

[29]"Summary of Placement Information. . .," op. cit., p. 1.

These surveys also suggested that few other institutions record placement data in a manner as comprehensive as that employed at Evergreen. These differences are to the College's credit, but they may have the unfortunate effect of rendering the data less than comparable, usually to Evergreen's disadvantage (since students who register at the placement office might be expected to find relevant employment earlier than those that do not). At least a portion of the differences noted in the data can be reasonably attributed to this situation.

With respect to the results of the national survey (125 institutions responded) 73% of the graduates were employed 12 months after graduation; 66% of Evergreen's class of 1977 was working six months after graduation. Nationally, 8.7% of the graduates of these regional institutions were attending graduate school after six months. At the end of 12 months, 13% of the national sample was seeking employment, while after six months 17% of Evergreen's graduating class was seeking employment. Over a longer period, Evergreen's seven-year percentages (including the class of 1977) show 90% placement. There was no national figure that was comparable, although Evergreen notes that 86.8% of the national sample of 1976-77 found employment.[30]

When the College sought statewide comparisons, it ran into more difficulty. Again, the other institutions reported only registrants in their placement offices. The percentage distributions collected and prepared by Evergreen, first showing the national figures along with Evergreen for 1976-77 and for the five-year period, 1972-77, and then for the three other regional institutions, are displayed on Table V-3. In most cases the Evergreen

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[30] ibid.

patterns are comparable to the other schools. Details on the specific kinds of jobs that graduates of Evergreen have obtained have been placed in the Appendix. Overall the data suggest that graduates of the institution are experiencing considerable success in either entering graduate school or gaining relevant employment, success that is comparable to other institutions of Evergreen's type.[31]

To determine which graduate schools its students enter, Evergreen prepared a listing from Placement Services files of 370 Evergreen graduates (1973-77) who have been accepted into graduate school. Of 370 acceptances, 212 were in schools in the Pacific Northwest and Mountain states. This includes Washington, Oregon, Alaska, Montana, Idaho, and Utah. There were 160 students attending in Washington State. Of the remainder, 137 students were accepted into graduate schools in other regions, and fourteen are attending in other countries.[32] Seven graduates did not indicate in which schools they had been accepted.

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[31] The appropriate value judgment here depends a lot on an institution's goals. It might be suggested, for example, that a unique educational experience should manifest itself in outcome patterns (including placements if this is an institutional goal) significantly different from more conventional efforts. If this criticism is valid, then simple comparability of effort might not be sufficient. For example, 65% of the graduates of St. John's enter graduate school within one year of graduation. Princeton reports 53%. At Penn State the figure is 15% and that for the other state-related Pennsylvania institutions is 22%. These figures are from Grant and Reisman, The Perpetual Dream (Chicago, 1978), p. 71, and Penn State University, "Employment Status of 1976 College Graduates," June, 1978, p. 11, respectively. The point here is not to engage in invidious comparisons; rather, it is to note the relativity of the problem.

[32] Other countries include France, Taiwan, Sweden, Scotland (2), Switzerland, Canada (5), Mexico (2), and Germany.

TABLE V-3

EVERGREEN PLACEMENTS

	National* Survey (125 Reporting)	TESC* 1976-77	TESC 1972-77	WWU Business Industry Government 1976-77	EWU Arts & Sciences 1976-77	CWU 1976-77
EMPLOYED	73.9%	66%	72%	72%	65%**	83%
ATTENDING GRAD SCHOOL	8.7	9	9	11	21	8
HOMEMAKING, TRAVELING, NOT SEEKING EMPLOYMENT	5.6	8	8	4	4	2
SEEKING EMPLOYMENT	13.1	17	10	12	7	6
TOTAL***	101.3%	100%	99%	99%	100%	99%

*National Data as of April, 1978, TESC Data as of October, 1977

**Totals vary from 100% because of rounding or reporting discrepancies

***Includes "military service" as separate employment category

Accurate information on Evergreen graduates who successfully complete graduate programs is limited, since the College relies on the student to so inform it. It is estimated that 70 percent of those who complete graduate programs do not contact the school. Of the 370 graduates who notified the school of graduate program acceptance, five reported receiving their PhD's. Their graduate programs included biology, literary studies, medicine, theology, and child development.

Thirty-six graduates reported completion of their master's degrees: eleven with Masters of Education, three with Masters of Arts in Political Science (two of these are currently doctoral candidates), four with Masters degrees in Psychology, and three with Masters of Science in Biology. Two acquired Law Degrees. Master's degrees are also held in public administration, art and psychology, English, electrical engineering, film, museology, child development, social work, urban planning, physical chemistry, journalism, anthropology, and counseling.

In terms of the subsequent location of graduates of Evergreen, according to a Thurston County Alumni report dated May, 1978, over 30 percent of Evergreen's total graduates have settled in Thurston County. Approximately 75 percent are employed.

Public Administration positions are held by 13.06 percent of these graduates--the highest placement percentage. Those jobs include Thurston County Commissioners, staff members of caucuses and legislative committees, and research and program analysts.

Business, industry and technical services jobs are held by eight percent of the graduates in Thurston County. Positions include analysts, programmers, accountants, and a printer. Eight percent of the graduates

hold jobs in communications, such as public relations directors, radio and newspaper journalists, graphic art technicians and public information officers.

Seven percent of Thurston County graduates hold jobs in the categories of education, social services and counseling, natural sciences, and environment and planning. Planners, biologists and laboratory managers are employed at every level of government. Counselor positions include career counseling and county recreation and probation counseling. Education graduates teach in colleges, high schools, and preschools in the county.

Close to six percent of the county alumni own and operate businesses and employ about two dozen Olympians.

Three percent of the county graduates attend graduate schools in the area, and twelve percent are looking for work. According to the report, that percent is higher than the overall graduate unemployment rate of ten percent because of the large number of 1977 graduates still living in Thurston County.

Again, the information on placements of Evergreen graduates, some of which is sketchy, suggests that the College is doing well in this area. Evergreen graduates are entering graduate school or finding relevant employment on a scale either comparable to or somewhat better than other public institutions in the State.

F. Summary

Overall the evidence examined in the preparation of this report suggests that the Evergreen educational program is effective. Some aspects are considered outstanding, both by students who have attended the College and the employers who have worked with those students. The lack of

significant dissatisfaction among these groups, and the presence of considerable praise for Evergreen, are especially worthy of note.

The problems facing Evergreen in reaching students who have not had direct exposure to the institution, however, are formidable. Where, on the one hand, the surveys revealed only limited dissatisfaction for the program among Evergreen students,[33] very few of the graduating high school students surveyed indicated they desired or planned to attend the College and Evergreen was not named in the top five of the ranking of institutions students planned to attend.

High school seniors appear to be very career-oriented. Virtually every element rated "important" directly or indirectly reflects their desire to reach career goals. They want the programs offered to lead directly to jobs. They want the individuals who surround them in college to support their efforts. They want academic advisors, career counselors and faculty to be accessible to them as individuals. They want other students at the institution to be committed to learning.

Few of the high school counselors or teachers interviewed seemed to appreciate Evergreen's approach to higher education. Its emphasis on the students' responsibility for their own learning has been so convincing that many believe the College is designed to serve only a limited range of individuals. They feel few high school seniors are ready to accept that responsibility, and few teachers and counselors seem willing to encourage them to do so.

TESC students, graduates and employers of TESC graduates would like to see Evergreen adopt a more organized approach to the identification of

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[33] Only three students indicated they would attend another institution if given the choice to make over, and only one of these for reasons directly associated with the structure of the Evergreen program.

available courses, programs and career alternatives. Graduates expressed frustration with both curricular discontinuity and the absence of an academic advising program suited to Evergreen's student-designed degree program concept. Evergreen's emphasis on the need for constant curricular change--intended as a means to preclude the premature solidification of offerings and respond to the short-term desires and needs of students--does not seem to have received strong student endorsement.

Evergreen graduates and employers identified the need for the College to continue to develop straight-forward policies and procedures (stronger than guidelines) to govern the individual contracted study and internship programs. Criticism was directed at Evergreen's attempts to satisfy the academic interests of all students, resulting in the direction of fewer resources to individual contract programs than appears necessary for quality control.

The College was also criticized for its continued use of "cumbersome," nontraditional transcripts as a means to respond to employers' and graduate schools' application requirements and processes.

At the same time, strong support exists for Evergreen's basic alternative approach to learning--to applied/interdisciplinary studies, close student/faculty contact, and students sharing in the design and responsibility for their own education. But every group queried by the staff believed the existing Evergreen system can be improved, making it more compatible with traditional educational structures and a highly competitive job market.

Those suggestions that received the greatest corroboration among different groups and different respondents may be summarized as follows:

- Improved program continuity and structure;

- Improved academic advising;

- Offer a BS degree;

- Offer a master's degree;

- Required programs for entering students;

- Improved student and faculty evaluations;

- More social events and socially-oriented facilities for students;

- Better control over individual contracts and internships;

- Review of the administrative structure;

- Engage in intercollegiate athletics;

- Devote energies to improving public relations and the College image.

CHAPTER VI

THE STATUS OF NONTRADITIONAL EDUCATION

Current studies of nontraditional education in the United States conclude that the pendulum appears to be swinging from self-directed programs to programs with greater structure and career preparation relevance. They also observe that many experiments have proved considerably more costly to maintain than more conventional forms. A survey of institutions created about the time Evergreen was established appears to confirm these views. With some notable exceptions, institutions that began with unconventional curricula subsequently experienced enrollment decline. Several of these institutions have reoriented their efforts and encountered enrollment growth. Institutions that began by offering conventional forms report enrollment growth and viability. These patterns are further confirmed by the experiences of Fairhaven College, Washington's other major contribution to nontraditional education, operating as a cluster college at Western Washington University. Finally, while those who have surveyed the national scene express reservations about the future of nontraditional education, they also consider Evergreen an exception to their conclusions, viewing it as a serious educational endeavor, which, with some modifications in its program, should be retained.

One of the ironies encountered as the Evergreen program is examined is that the College's efforts appear highly effective, but those efforts, for any of a variety of reasons, seem to be appealing to decreasing numbers of students. There may be many causes for this, and general attitudes toward nontraditional education represent one of the major ones. The comment of one observer is appropriate here.

> "I have an image of an efficient and potentially seaworthy vessel slowly capsizing for lack of ballast. I also feel uneasiness over the possibility the crew of the vessel is unwilling to consider

re-configuring the ship to take on a different, perhaps more conventional cargo, because that would threaten its original purposes. To press the point a little more, I can see the crew moving over the hull as the ship rolls over, saluting the wake as it slowly slips beneath the surface."[1]

This analogy, while appealing, is probably inexact. Some might also argue that the problem is not so much one of ballast and re-configuration as a need to constantly zig-zag to avoid torpedoes. Evergreen has at least partially "re-configured" its ship; thus, the comment would probably apply more to non-traditional education in general than to the College.

There is need to determine the general currency of nontraditional education. An ambivalence among graduating high school seniors toward less conventional education modes (as distinct from the program of a single institution) could contribute to apparent general disinterest in the College.

The point is crucial, for if the problem is one of perception, i.e., students simply do not understand and appreciate the Evergreen curriculum, it may be corrected through improved communications. If, however, the problem is a more general lack of congruence between new forms and educational interests of potential students, improved communication is not the answer; rather, a more fundamental reorientation will be required if Evergreen is to reach these students.

It is at this point that a general assessment of the status of nontraditional education in Washington and throughout the country becomes relevant. Unfortunately, since higher education is in the "thermidor" of the nontraditional education revolution, it is denied the advantage of hindsight, and an empirical assessment of the present status of the movement is not possible.[2]

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[1] The speaker requested anonymity.

[2] The term "thermidor" comes from the eleventh month of the French Revolution, a period when there was an emphasis on the restoration of order, a relaxation of tensions, and some return to patterns of life considered more normal. But the revolution had not yet run its course.

To place Evergreen's experience in context the current literature on educational changes during the seventies was reviewed,[3] a survey of institutions established during the late 1960's and early 1970's (Evergreen's contemporaries) was conducted, and the experience of Fairhaven College, generally viewed as Washington's other major public-sector contribution to nontraditional education, was examined. The results of these efforts lead to the impression that higher education has absorbed, for now, the major changes it is going to absorb for awhile, and the focus is shifting to more conventional forms. At the same time the term "impression" is used advisedly. There are intervening variables that cannot be identified and controlled, especially in the national institutional survey. While the current literature on the subject is good, it is far from exhaustive, and it is a certainty that more work will be done. Fairhaven has changed in many ways, and it is changing still. If these limitations are recognized, however, there is useful, if tentative, information to be obtained.

A. The Comparative Institution Survey/The Health of Nontraditional Education

During the course of the study twenty-two institutions were examined to determine if they have encountered problems in their development. Both conventional and unconventional types were included. All were established within the same general time period as Evergreen. The process began with the preparation of a general listing of institutions to be surveyed. Material was collected on each from current catalogs and other sources, especially compendiums. With the basic information in place, each institution was contacted by telephone. For the most part, the person contacted

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[3] Two books in particular are worthy of note: Grant and Riesman, op. cit., and Mayhew, Lewis B., Legacy of the Seventies, (Jossey-Bass, 1978).

was in the institutional research office (or its counterpart). Other persons were consulted in those cases where there was no institutional research officer.[4]

Nine institutions were classified as "nontraditional," or "interdisciplinary," ten were classified as "traditional," and the remaining three were considered "mixed" (usually a traditional or departmental structure with some nontraditional aspects, such as arrangements for experiential learning or interdisciplinary studies).

Six of the twenty-two institutions have experienced enrollment declines. All but one of the institutions in this category, Mid-American Nazarene College, were considered nontraditional liberal arts institutions. One, Prescott College, closed in 1974 because of fiscal problems. Hampshire College reported image problems similar to those described previously as applying to Evergreen, and it has embarked on a major public relations effort to improve its image. That college has also instituted some career-oriented programs in the Business fields to meet local needs.[5] The three

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[4]The institutions involved in the survey, and their founding dates, were: Prescott College (1965); Eisenhower College (1968); Hampshire College (1970); Mid-American Nazarene College (1966); SUNY-Purchase (1971); Southwestern State (1967); SUNY-Old Westbury (1966); Ramapo College (1971); SUNY-Empire State (1971); UC-Santa Cruz (1965); California State-Bakersfield (1970); Stockton State (1971); Univ. of Mass.-Boston (1965); Univ. Maryland-Baltimore (1966); Auburn-Montgomery (1970); Univ. Colorado-Colorado Springs (1965); Indiana State-Evansville (1965); Francis Marion (1960); Northern Kentucky State (1968); City College (1975); Univ. Wisconsin-Green Bay (1968); Sierra Nevada College (1969).

[5]Hampshire College is also one of the institutions described in some detail in the Grant-Riesman book, op. cit. A telephone interview with one of the authors, Dr. Grant, November 21, 1978, prompted an observation that the College is likely to succeed in its efforts. However, it was also noted that Hampshire is a member of an interinstitutional consortium which allows students who are or become career-oriented in their upper-division years to take advantage of the programs at other institutions in the consortium.

institutions which consider themselves nontraditional, but which do not report enrollment declines are: Cal. State-Bakersfield, UC-Santa Cruz, and Univ. Wisconsin-Green Bay (which labels itself "interdisciplinary"). Sierra Nevada (a private, liberal arts institution which considers itself non-traditional) reported stable enrollments.

Six institutions experienced enrollment declines but made curricular changes either by introducing career-oriented programs or modifying the general method of instruction. Most reported they started with an educational concept reasonably similar to Evergreen's but changed because of outside pressures (either enrollment problems or pressures generated by enrollment problems). One may conclude that these institutions have moved toward a more conventional education form and away from an emphasis on independent learning systems. There is also some evidence of a trend toward the offering of professional and career-oriented programs, especially in Business and Health Sciences, apparent among the institutions in this category.

An example is SUNY/Old Westbury. It began in 1966 as an experimental college designed for 10,000 students. It was closed in 1970 because of uncertainties over the concept. It reopened a year later, whereupon it moved into a more traditional vein, although many of the programs it offers are still interdisciplinary. Its basic structure centers on four program areas (American Studies, Comparative History, Politics, and Communications). Departments are built around these four areas and operate in an interdisciplinary manner. In 1976 the college instituted several upper-division career-oriented programs for transfer students from community colleges. Included among them are Business Management and Urban and Rural Studies. Two additional programs, in Computer Science and Chemical Technology, are

planned. Each program has a distribution requirement, and, according to the respondent, the "design-your-own-program concept" has been abandoned. At the same time, some independent study is permitted. Enrollments at the institution have been increasing at the rate of approximately 400 FTE/year, and the maximum size (3,800) is expected to be attained in 1981.

The remaining institutions surveyed showed steady enrollment growth. There were ten institutions in this category, all of which began as traditional schools, not dedicated solely to a liberal arts curriculum. Programs offered are in the arts and sciences and in business, health sciences, and other career-oriented fields.

One should be cautioned about drawing too many inferences from this information. There is a relationship between conventionality and growth and unconventionality and decline apparent in the materials. Yet there are other variables, such as location, costs, competition from other institutions, etc. that could affect the results and would need to be weighed. Overall, however, it seems evident that the unconventional schools have encountered difficulties, and this impression appears to accord well with the current reassessments of nontraditional education extant in the national literature on the subject.

Lewis Mayhew, surveying a wider range of changes brought about during the 1970's than simply changes in educational mode, helps to explain the national pattern by noting that:

> "between 1968 and 1970, profound changes were both strongly advocated and actually put into operation on a large scale. These changes, which were sharply at variance with the ideals, values, and practices of the past, severely challenged the existing consensus in almost every respect. . . . Not insignificantly, these changes in serving new students, using nontraditional modes of instruction, creating new kinds of institutions and statewide

> systems of control, and searching for low-cost delivery systems became popular at exactly the same time that higher education began to encounter serious financial difficulties."[6]

Mayhew attributes these nontraditional developments to a number of forces but notes that they "all seem to have been chiefly responses of institutions and educators to the problem of surviving economically in a depressed and changing time while simultaneously serving the egalitarian wishes of many different people to obtain the credentials and values that higher education had to offer."[7]

Mayhew continues:

> "What emerged to assure institutional and professional security was a paradoxical juxtaposition of academic marketplace behavior and extreme academic egalitarian rhetoric; and since professional security and egalitarianism are frequently antithetical, attempts to respond to both produced some highly unusual practices. New students were sought so that their needs could be met, but they were typically served by the least expensive modes of education. New institutions were created to serve the poor, in the hope that the poor could pay full tuition to maintain the institutions. Nontraditional methods of instruction were urged to accommodate an enormous variety of individual differences, yet for the most part they were considerably more expensive than the traditional campus-based techniques."[8]

If Mayhew's views are accurate, Evergreen and the State of Washington may take some satisfaction in the observation that the College represents one of the apparently few experiments that were genuinely directed to educational reform and not more basic considerations such as economic survival. If this is the case, the school may be reaping a bitter harvest, one that

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[6] Mayhew, op. cit., pp. 2 - 3.

[7] idem., p. 3. On this last point, Mayhew may have been especially wide of the mark insofar as Evergreen was concerned, for the major impetus during the planning stages was not economic (although one early concern the planning faculty faced, as noted earlier, was how to accomplish institutional goals within the bounds of formula-funding).

[8] idem., pp. 3 - 4.

it did not sow.[9] In this case, part of Evergreen's "image problem" may be attributable to the hard times which have fallen on nontraditional education, brought about at least in part by the less-responsible endeavors of institutions other than Evergreen.

Returning to Dr. Mayhew, in his book he states that individuals, institutions, and policy-makers are presented with a number of questions and issues:

> "Is nontraditional learning likely to last as a major component of American higher education? If it is, should established institutions undertake major nontraditional offerings? Again, if it is, will credits and credentials in the long run be judged as comparable to those earned in more traditional ways? At a time when the capacity of established institutions of higher education is likely to exceed demand, what is the future of new kinds of institutions for the ambitious individual? Where lies wisdom: in attending an established law school or a new one providing more convenient schedules and assignments? . . . A broader sort of issue is the matter of expanding access to higher education on the part of many new groups of students. Should institutions seek to provide whatever kind of service any group of potential students wish, or should a more parsimonious view of institutional purpose be adopted?"[10]

Mayhew addresses himself to the question of cost in nontraditional instruction, and his comments are pertinent here. He disavows the assumption that nontraditional modes are less costly than are traditional arrangements. Rather, he argues the opposite view:

> "most of the [nontraditional] techniques, adequately put into effect, [sic] are terribly expensive. Clinical or field experience with adequate supervision is expensive, . . . Independent study, appropriately guided, becomes tutorial--again the most labor intensive and hence expensive kind of education. Reliable and valid measuring instruments are also expensive to create, especially if they are to obtain evidence of unusual and deeply imbedded attributes. It could well be that well-developed nontraditional programs would prove too costly for anyone to afford."[11] (Second emphasis added.)

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[9] This view is somewhat confirmed by the comments of Dr. Gerald Grant during the telephone interview with the staff. Although Grant did not specifically do so, there appeared to be some tendency on his part to separate Evergreen and one or two other institutions from the rest.

[10] idem., p. 301.

[11] idem., p. 65.

As one reflects on the faculty workload at Evergreen and the comments of students and graduates about stresses in the program, especially the advising, evaluation, and field work portions of that program, Mayhew's comments hit home.

He concludes that there are no easy answers to the questions he has posed. Moreover, he maintains there is little information available on which to base answers. There is, he states:

> "a great body of opinions, and there are strong feelings regarding every reasonable proposed set of changes. But there is no real evidence as to how many people actually desire nontraditional education programs enough to pay reasonable amounts to participate in them. There is currently no generally available and acceptable means for establishing the validity of educational outcomes of either traditional or nontraditional study."[12]

His conclusion is stated forthrightly: "Nontraditional learning, in the sense of a full-blown movement, quite properly should come to an early end."[13] He does not believe that separate elements should not be used in appropriate situations. He does argue "that the logical extension of the nontraditional movement in the aggregate so expands the concept of education as to render it meaningless."[14]

He notes:

> "While the literature describing the nontraditional [movement] continues to grow and radiate hope, it seems highly possible that the movement has reached its zenith and that forces are operating to slow it."[15]

The awarding of credit for life experience, he says:

> "seems to be encountering such resistence as to force the conclusion that the practice will be considerably attenuated in the relatively near future. . . . The ideal way to handle this

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[12] idem., p. 302.

[13] ibid.

[14] ibid.

[15] idem., p. 308.

> matter of academic credit would be to identify those skills, traits, and attributes that are of primary concern to the limited mission of higher education and that might also be directly affected by noneducational activities. . . . Similar forces operate with respect to independent study. Independent study has typically and ironically taken either of two major directions. The first has been presenting students with highly structured courses and modules, individualized by allowing each student to proceed to mastery at his or her own rate of speed. . . . But such structured experiences are costly to prepare and they require specific technical competencies on the part of instructors. . . . The other direction it recently took is a highly unstructured situation. Students, singly or in groups, have been told to discover a problem for themselves and then set about solving it. . . . Some students did seem to enjoy the freedom to set their own goals, but the majority experienced considerable frustration. . . This does not mean that unstructured approaches to independent study are invariably ineffective. Institutions such as [The] Evergreen State College or the University of Wisconsin at Green Bay have made such independent study an essential part of degree programs. However, both of these institutions have also budgeted for sufficient faculty time to counsel and supervise student activities."[16]

The solution to the problems, Mayhew maintains, is premised on a belief that some well-supervised and guided independent study has high educational value. The problems could be resolved through a range of modes of instruction and learning, from relatively low-cost lecture courses to the very high-cost independent study, with the former subsidizing the latter.[17]

The last major problem he addresses (Note: Not all of his problem areas are addressed in this summary) involves the receptivity of established institutions to nontraditional study. He observes that past innovations in higher education have become acceptable only after pace-setting institutions (in this case, the major universities) have adopted them. According to Mayhew, until the major institutions seriously embrace the nontraditional, "it will remain peripheral to the mainstream of American higher education."[18]

[16] idem., pp. 309 - 310.
[17] idem., p. 311.
[18] idem., p. 315.

> He continues: "This is how it should be. The network of reasonably large and adequately financed institutions in the United States represents the primary way by which educational services can best be delivered. There is room and need for other kinds of institutions to demonstrate patterns that might subsequently be adopted by the mainstream institutions and to serve continuously if securely financed and organized."[19]

Mayhew's qualifications, speaking of nontraditional education "in the aggregate," and the nontraditional "movement," hinder perhaps more than help in the evaluation of an institution such as Evergreen. If one seeks guidance to precise solutions for problems associated with the operation of Evergreen in his book, disappointment will ensue. Implicit throughout is the phenomenon mentioned above: Evergreen, because it is considered a nontraditional institution, tends to be tarred with a broad brush. In many respects, both directly and indirectly, through the enrollment problems and the criticisms it encounters as it provides its educational services, it must confront the critics of the nontraditional movement in general. Much of this criticism simply cannot be applied to the College. One may take some solace from the fact that Mayhew places the College in that select group of institutions he considers adequately funded and capable of providing services well. While he does not specifically identify the College as such, one is left with a reasonable inference that he would consider it "one of the other kinds of institutions to demonstrate new patterns that might subsequently be adopted by mainstream institutions and to serve continuously if securely financed and organized."[20]

The second treatise examined in this search of the literature is also a 1978 publication: The Perpetual Dream: Reform and Experiment in The

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[19] ibid.

[20] ibid.

American College.[21] The authors of the book, while agreeing with Mayhew generally, appear to differ slightly when they conclude that the modern universities have partially incorporated the major elements of the nontraditional movement.

> "Like the Church of Rome after Luther, the modern secular cathedrals we call universities remain strong and retain their hegemony on the academic landscape. Even the most distinctive reformers who wrote new creeds . . . won relatively few adherents and met only mixed success. Yet, like the Protestant reformers, they sometimes succeeded by partial incorporation as the modern university expanded to take on [their aims]. The multiversity adds new functions with relative ease. It is a pluralistic cathedral where different sects may worship at the side alters as long as most of the offerings support the central tenets of the utilitarian and research-oriented faiths."[22]

But they point to some of the problems: With respect to interdisciplinary studies: "The explosion of knowledge in fact made interdisciplinary programs much more difficult to attain, and indeed the more advanced the field, the more difficult the establishment of its relations with neighboring fields."[23]

With respect to the abolition of requirements: "Without the assured availability of students, faculty found themselves engaged in an exhausting competition that many came to regard as more draining and often more wounding, than the publish-or perish pressures they had sought to escape."[24]

With respect to the freedom from grades: "Students, too, . . . were not free of competitive anxieties just because they were free from grades. They wanted to know how they compared with students elsewhere. . . And, in

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[21] Grant and Riesman, op. cit.

[22] idem., p. 355

[23] idem., p. 358

[24] idem., p. 360, The authors were citing the experiences of faculty at Hampshire College, which was being used an example.

a curricular system in which each student designed his or her major, students commonly felt they had not been as creative or brilliant as their peers. And there was no way of knowing, because there were no common standards of comparison. . . . The irony, of course, is that, in a system in which one keeps all the options open, one option is closed: the joy of particular choice. . ."[25]

With respect to tenure: "The premise [underlying the abolition of tenure] was that options could be kept open for new faculty. Yet the outcome was otherwise. At Hampshire, the rate of non-reappointment under its contract system, particularly in the early years, was lower than at many traditional colleges. The results were especially clear at [The] Evergreen State College. . . which also had few requirements and operated on a faculty contract system; no faculty member among the first 100 contracts to come up for review was denied reappointment. It was easier to reappoint a mediocre or even incompetent faculty member for another three years than to make the more agonizing decision for nonrenewal that tenure forces upon colleagues."[26]

The authors note that Evergreen, Hampshire, and other colleges like them are "illustrative of the far swing of the pendulum. But . . . many traditional colleges and universities have also moved in the direction of reform, reducing fixed requirements and increasing student autonomy."[27]

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[25] idem., pp. 360 - 361

[26] idem., p. 362

[27] idem., p. 363 Viewing the situation as a political scientist, one cannot but be struck by the similarity between this situation and the pattern of third-party movements in American politics. Third-party movements begin as reform movements, drawing to them adherents for change to the point where the major parties make accommodations in their platforms, eliminating the bases of support for the third parties as the membership finds their ideological needs more nearly fulfilled in the larger, more dominant, and more powerful, major parties.

Of particular note was what the authors referred to as the "paradoxes of reform." One of these was the revealed tendency of students given an opportunity to design their own programs to move away from broad-gauged courses and to heavily concentrate in one area. They felt that this confirmed other impressions gained from interviews with students: "students who were given complete freedom often followed a program that was a variation of a single theme. They did not roam or take large risks, but played from strength. Often the resulting 'concentration' was very skewed, with many courses in particular areas of interest."[28] This also suggests that many students avoid the historical perspective, by not taking courses in history, when they plan their own programs.[29]

The issue goes to the heart of a continuing controversy in higher education, a debate that has raged between the experimentalists and the traditionalists. According to the writers, "if one believes that history or an understanding of the languages of mathematics is essential to modern literacy, one is unlikely to leave this learning to chance. The experimenters emphasize the value of choice, of self-motivated learning, of freedom to learn from one's mistakes. Traditionalists cite the values of coherence, logical sequence, the obligation of a teacher to insist that a student build a firm foundation before expressing his individuality in the architecture of the upper stories."[30]

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[28] idem., p. 364 The authors cite a Michigan study prepared by Robert Blackman for the Carnegie Commission, Changing Practices in Undergraduate Education (1976).

[29] ibid.

[30] ibid.

At the same time the writers return to single out special features of programs such as those offered at Evergreen, and this further illustrates the problems such institutions face as they are confronted with the rhetoric associated with critiques of the non-traditional movement--general remarks are often qualified by specific reference to these institutions as exceptions to the rule:

> "In our discussions of the paradoxes of reform as illustrated by Hampshire, Evergreen, and the other 'free universities' of the last decade, we have been unfair to the totality of these experiments. Many students used options wisely to create stimulating programs, and while the reduced authority of faculty created strains, it also gave many students increased access."[31]

Other references to Evergreen, which the authors consider a "bellwether," are especially interesting, for they suggest some of the change, and the anguish associated with that change, that the College has gone through:[32]

> "When Grant visited Evergreen during its first year, the faculty scoffed at his suggestion that rotational deanships took too Panglossian a view of the distribution of administrative talent. They similarly rejected the idea that there should be any constraints on student choice. Four years later, in 1976, some faculty had come to regard the quotation on the title page of the catalog as faintly ridiculous: 'You are your own creator; you appear in the splendor of your own,' although it could be taken as a hip translation of Charles Eliot. That spring, the faculty accepted a proposal to institute a permanent structure of deans.
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> The increase of elective options has often occurred at a time of enrollment stagnation or decline, . . . although this was not the case in the last decade. But it was a factor in the sense that relative growth or loss was affected by what one's competitors offered. And the early success of institutions like Hampshire encouraged others to follow suit, and a bandwagon

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[31] idem., p. 365.

[32] The author's use of this term, idem., p. 366, is interesting, for it has two related but different connotations. A bellwether is a male sheep, wearing a bell, that leads the flock. It is also a leader of a foolish, sheep-like crowd. The term "Panglossian" may be defined as "all is for the best in this best of all possible worlds." It is generally attributed to those who have not only predicted, but who have seen the millenium.

> developed that over time diffused any competitive advantage. The Evergreen faculty, in fact, was told by its admissions officer that what may once have looked appealing to students now was a distinct disadvantage because there was no assurance that a successful program could be repeated. Applicants could not see clear pathways to jobs in the multiplicity of study options at Evergreen. A faculty survey showed that, while Evergreen wanted to maintain an experimental posture, most faculty wanted more emphasis on 'academic continuity,' increased attention to basic skills, and 'more precise qualifications for obtaining individual contracts.'
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> Evergreen seems to us to be something of a bellwether; there is evidence that the disenchantment with the overoptioned life has spread rapidly not only among the avowedly experimental colleges but in traditional settings as well."[33]

Grant and Riesman conclude, "Many faculty are as tired as students of 'doing their own thing.' There is a search for new sources of marrow in a splintered curriculum, new sources of cohesion and community to counter the sense of solipsism.[34] The escape from the competitive pressures has led to grade inflation and an erosion of public confidence; now some faculties are seeking ways to restore a sense of 'honors' without compromising open access."[35]

The authors then proceed to describe what they call a "modest proposal." They opt for diversity among institutions and educational forms: "We do not think there is any one best form that serves the needs of all undergraduates, . . . What is needed, and possible, is a set of options that are larger and more satisfying than . . . the individualized curricula on the one hand, or departmental-vocational specialization on the other." They

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[33] idem., pp. 365 - 66. The TESC study referred to is the institutional Goals Survey, op. cit.

[34] Note: According to Webster, Solipsism is the theory that the self can be aware of nothing but its own experiences and states, or the theory that nothing exists or is real but the self.

[35] idem., p. 367.

favor a "pluralism of core programs or sub-colleges . . . [to serve as] integrating experiences."[36]

The authors maintain that there should be incorporated "at least one requirement that is undeniably tough and immune to criticism that the program is slip-shod. It should be a requirement that encourages students to work to the hilt, to stretch themselves."[37] "Careful means of assessment should be developed, so that excellent performance may be convincingly discriminated from that which is ordinary or below par."[38]

Other steps should be taken to assure a student market. "The most obvious would be to offer a sufficient range of programs to allow and require each student to choose one that appeals--each core program being the equivalent of six to ten regular courses. Another approach would be to establish a core program as a prerequisite to receiving an honors degree."[39]

One of the authors (Grant) was consulted by telephone for further suggestions regarding Evergreen. He stated that he felt a little apologetic about their treatment of Evergreen; they were using it to illustrate the cycles of reform. He suggested that some of the virtues of the program were not described. He believes the school represents a serious experiment, one that is not indulging in "fringies." He considers the faculty outstanding. The faculty seminars at Evergreen were especially lauded as a unique and important effort to maintain an effective system of faculty development. Similarly, he considers many of the programs first-rate. He felt one of the College's problems was an early reputation for "being soft." He also mentioned that it may have made a mistake by not building into the curriculum any clear roads to professional or career preparation. Such options would

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[36] idem., p. 367.
[37] idem., p. 374.
[38] ibid.
[39] ibid.

bring to the institution a wider mix of students which the faculty would find enjoyment in teaching, and which would also be good for other students. Another problem he noted was the advising procedures. Echoing somewhat one of the points Mayhew mentioned, he stated that such arrangements can become exhausting. Related to this was the question: How do you advise in a system when the programs are disappearing programs--when one does not know what is going to be taught three or four years later? To do this it is necessary to develop a core of programs that are known to be good, and that it is known will be around for awhile.

He felt the image for Evergreen that became fixed during the early years was probably exaggerated throughout the high schools of the State, but that changing this image is likely to prove difficult.

With respect to the future of non-traditional programming in general, while expressing reluctance to generalize, he agreed that there has been erosion in student interest in these programs. However, he maintains that such programs can remain viable if they do not force students to make an "all-or-nothing" choice (presumably meaning if they do not force students to make entirely career-oriented or non-career-oriented choices). Paralleling some of the views expressed by Evergreen students themselves, he referred to the extra-curricular life of the College and stated that this could be affecting Evergreen's ability to draw graduating high school students.

He suggested that Evergreen could do a lot to create clear pathways to jobs for students within its present educational mode without having to reorganize along departmental lines. He was not optimistic about the success of a dual-track curriculum, especially if it entailed reorganization

(along departmental lines) within the institution.

Grant warned against throwing the baby out with the bathwater. He again stated his strong admiration for the faculty and the school and observed that students could obtain an excellent education there. He indicated Evergreen must find a way to attract a wider range of students; its task is to do this while conserving the contributions it has made to higher education. He noted his impression that Evergreen was intended to fulfill the function of providing an alternative creative form of education; and this it has done.

Grant, both in the telephone interview and in the larger book, seems to agree with the impression derived from Mayhew's comments that there is an important place for the institution in American higher education. Both would appear to separate the College from the perhaps less altruistically-oriented institutions as an endeavor worth preserving. Comments of both would suggest that the College is suffering from major image problems, induced in part by the general disfavor into which nontraditional education in America has fallen. Reversing this image, providing sufficient options to attract a wider range of students, and doing all of this while conserving the finer qualities of its program will be an enormously difficult task for the College, but it is one worth undertaking.

B. The Fairhaven Experience

It is sometimes forgotten that Washington has made two major contributions to nontraditional education. Evergreen represents one. Fairhaven College at Western Washington University is another. Both enterprises are publically-supported, and both are often cited in the national literature on the subject. A brief review of the Fairhaven experience at this point may be helpful in rounding out this discussion of the status of nontraditional

education, in the State, and nationwide.

Both Evergreen and Fairhaven were created during the educational turmoil of the 1960's. Both were established in the context of expectations about the enrollment future facing higher education in the State (and the fears that there would not be sufficient places for college-bound seniors), and both were reflective of contemporary concerns for change in higher education, change related both to the perceived need for enhanced effectiveness and the need for greater relevance.

During the mid-1960's, Western Washington University[40] anticipated enrollment growth that would increase the size of the institution to about 15,000 during the 1970's. It began to plan four or five cluster colleges, modeled somewhat after the University of California at Santa Cruz. Fairhaven was one; Huxley College was another. The College for Ethnic Studies was a third. The original purpose was to maintain small and intimate learning "clusters" within the larger institution. Additional colleges were never established. The College for Ethnic Studies was subsequently closed. Huxley College operates as an upper-division program that focuses on interdisciplinary study in environmental problems. Fairhaven, however, continues to operate as a cluster college, upper- and lower-division with an emphasis on the liberal arts, interdisciplinary studies, student designed majors and a larger than usual proportion of independent study. Thus, it rather than Huxley is selected for examination in this study.

Fairhaven was originally conceived as an alternative "institution," and it had approached this model by the mid-1970's. The original goal, as stated earlier, was to preserve the atmosphere that had existed when Western was a considerably smaller institution. It was to be highly selective,

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[40]Then Western Washington State College.

admitting only the most serious of students. The College had a residency requirement, and the living-learning setting was designed to integrate the academic aspects of the curriculum with individual-personal lifestyles. Students would pursue a program emphasizing a certain amount of individualized learning, although the curriculum would remain fairly structured. It was also recognized that Fairhaven students would have the full resources of the entire college (now university) at their disposal. Because of these curricular arrangements, administrators at Western felt Fairhaven was different than the kind of institution Evergreen was seeking to become during its formative years.

Fairhaven first accepted students in 1967, with a total enrollment of thirteen. The admissions standards were high, and only a limited number of students was admitted. The College first operated out of temporary facilities on the Western campus. In 1970 the Fairhaven campus itself was completed (twelve 50-person residence halls which would accommodate about 600 students), and the College assumed occupancy.

Fairhaven is examined by Lewis Mayhew in his book.[41] He notes, "the late 1960's saw a decline in student desires to live in campus residence halls; instead they preferred to find off-campus housing, free of university restraints."[42] In May, 1972, the Board of Trustees abolished the residential requirement. One of the outcomes implemented as a result of a review of Fairhaven completed by Western earlier this year is that the control of certain areas in the residential complex at Fairhaven has reverted to the Housing and Dining Department. Most of the Fairhaven academic program now uses the third floor of the Fairhaven academic building. Use after

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[41] op. cit., especially pp. 109 - 119.

[42] idem., p. 110.

December, 1979 will be subject to the results of a study to determine the feasibility and desirability of moving the academic program to the main campus.

With regard to the programmatic area, Mayhew pointed out, "by 1970 the anticipated continued admissions pressures had disappeared, and institutions began to court students to entice them to enroll. And students found the prescribed liberal arts curriculum singularly unattractive. Thus, Fairhaven had to change if it were to fill its residence halls. . . . If students wanted diverse living styles, the various residence units could be modified to provide them. If students wanted greater freedom of curricular choice, that could be authorized. And if students wanted greater relevance of academic work to the real World, that also was possible."[43] Mayhew stated it as follows: "What has evolved at Fairhaven then is a patchwork sort of curriculum, its parts being related through a common concern for great individual latitude to do whatever was most congenial to their interests and moods."[44]

Enrollments at Fairhaven grew steadily from its inception.* Since 1976, they have declined to the 1977-78 average headcount level of 251, excluding the Center for Urban Studies. Fall, 1978 enrollment is 210 (again excluding Center for Urban Studies). During the period 1972-1977, the curriculum at Fairhaven changed considerably, becoming less structured than was called for in its original design.

The College was originally conceived as a separate entity within the Western structure, with its Dean reporting directly to the President of Western. The College had its own registrar and admissions functions until Fall, 1978. Bachelor degrees are awarded by Fairhaven College of Western

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[43] ibid.

[44] ibid.

*In Fall, 1974, enrollments, including the Center for Urban Studies, surpassed 500.

Washington University. General University Requirements of Western do not apply to degrees offered through Fairhaven.

Fairhaven has advertised several special programs within the College. One is the Upside-Down B.A. degree for students with technical (vocational) associate degrees from state community colleges (ATA and AAS degrees only). Students may transfer their technical specialization as a major and complete two years of general studies at Fairhaven. This option may not have been widely promoted, since there are only four or five people currently enrolled, and it has never attracted very many students.

Another element administratively connected to Fairhaven is the "Bridge Project," with one component directed to a 55-plus age group, which resides on campus. Many enroll for interest, but they may also work toward a bachelor's degree. A second component is a day-care facility located on campus which serves about 45 children.

The Center for Urban Studies. formerly a unit in Fairhaven, is a Seattle-based program which serves the out-of-school urban adult. In order to graduate from Fairhaven through the Center program, a student must complete the urban studies curriculum. Enrollments in this program have been fairly significant, but they have not generated many SCH's (because of part-time students) or involved many persons opting for a degree. Effective Spring Quarter, 1978, the Center was removed from Fairhaven, and the director now reports to the Vice-Provost for Instruction and Planning. In matters of curriculum the Center will report to Western's Academic Coordinating Commission.

Mayhew, who was examining Fairhaven as it existed around 1974, described the College's program in the following terms:

> The chief Fairhaven curriculum is a requirement of at least fifty semester [sic] credit hours in a concentration--which can be met

> through formal courses, independent study, work, or travel. A mix of these comprises the typical program. The specifics of the program for any given student are worked out with the chief advisor and an advising committee. At the end of the program, evaluation as to accomplishments is made available by faculty members who have had the student in classes.[45]

He was critical of several aspects:

> The lack of structure does require a great deal of faculty advising, which uses time that might have been devoted to research and scholarship. But since the faculty considers itself to be a teaching faculty, this is not an especially vexing issue. Much more troublesome is the formal group evaluation of each student which is supposed to take place but that for the most part does not. Thus, evaluation of students devolves on the student's advisor, and those judgments for the most part are not monitored. A similar lack of monitoring mechanism is found with respect to the amount of academic credit that should be awarded for life experiences. This is the responsibility of the registrar--who uses no generally accepted criteria, however, for making those judgments. Since the essence of the Fairhaven program is flexibility, which does place unusual demands on people, there is a constant temptation to make the procedures and processes more formal, thus easing the demands made on faculty and students.[46]

It is important to recognize that Mayhew was observing the College as it existed several years ago. Since then, important changes have been implemented.

The dean preceding the present head was hired during the Fall, 1975. His administrative efforts stimulated internal dissension among the faculty of Fairhaven, at that time totaling 22 full-time faculty equivalents (including the Center for Urban Studies). The faculty apparently disagreed on the future of Fairhaven. Reportedly, some took the position that Fairhaven should continue to operate with less structure than conventional institutions. Others believed the College should develop more structure and increased ties with the Western campus.

The faculty during the 1977-78 school year voted "no confidence" in the dean and asked for his removal. (He was the third dean that the College

had since its inception.) This action, combined with declining enrollments and the fact that the College was operating at 130% of formula during the 1977-78 year, prompted Western to call for a review of Fairhaven early in the school year.

A Fairhaven Evaluation Committee was established in the Fall of 1977 and charged to make a thorough evaluation of the entire operation of the College. The Committee consisted of eight persons--six from Western's faculty, one Western administrator, and an outside representative from Evergreen. Its work was completed early in 1978. The Committee presented a majority report which, essentially, recommended that Fairhaven be put on probation for a period of time, during which some rather extensive changes were to be made. A minority report recommended that Fairhaven be closed.

The majority report recommendations were subsequently modified by the administration at Western, but the report (as modified) was accepted by the President and ordered implemented. The major elements of the final recommendations were as follows:

1. A new dean should be appointed, effective March 20, 1978. (A new Dean has been appointed on an annual basis--all Deans are on an annual basis);

2. Fairhaven must reduce its staffing formula to within ten percent of the University formula, which is 72 percent. To accomplish this, the part-time faculty have been terminated with no replacement. The faculty complement has dropped from a peak of 22 FTEF to a current level of fourteen;

3. Fairhaven faculty should each spend every fourth year teaching in a department at WWU. (This is an attempt to bridge the gap between the faculties at Fairhaven and Western.)

4. To further improve communications with the main campus, a five-member advisory board should be formed. The board would consist of three Western faculty, an administrator from Western, and a Fairhaven faculty member. The functions of the board are to advise the Dean and the Provost on matters relating to Fairhaven;

5. With regard to curriculum, the recommendations are that it be tightened-up and the goals made explicit. Some of the highlights of this recommendation are:

   a) Fairhaven should design a core curriculum of 45 credits. For advanced transfer students, precise standards for waivers of the core curriculum should be stated;

   b) An appropriate format for independent study projects (ISP) must be developed to ensure that both faculty and students understand clearly the work to be accomplished. ISP's of two credits or less can be approved by the Dean. ISP's of three or more credits must be approved by the Dean and a committee consisting of two Fairhaven faculty and one non-Fairhaven faculty member. Students must complete the core curriculum before undertaking any ISP;

   c) A set of performance standards and procedures for student-taught courses must be established. Until standards and procedures are established, there should be a moratorium on student-taught courses;

   d) A required academic orientation program for all entering students should be developed, and it should be conducted at the beginning of each fall quarter. An abbreviated program should be given at the beginning of winter and spring quarters;

   e) Each entering student should be assigned an advisor.

Fairhaven's Annual Report for the 1977-78 year briefly identifies the progress it has made toward meeting the recommendations. The most urgent problems at this time according to the Fairhaven Dean are curricular quality, and advisement, in addition to recruiting and outreach. Faculty are contacting prospective students, high school and community college counselors, and attempting to project a positive image of Fairhaven.

Fairhaven, like Evergreen, is suffering from an image problem. One of the first steps in seeking to reverse this was to publish new brochures that more clearly describe the new curriculum, which is different from that published in the 1977-79 general catalog. The present curriculum involves three stages. The first consists of a required core of 43 credits minimum, comprised

of broad area liberal arts seminars, 7-27 credits of additional Exploratory Studies, English Competency, and a Transition conference. The second stage centers on specialized students, where a student either completes a Fairhaven College Interdisciplinary Concentration or a Western major, depending on his or her interest. A minimum of 50 non-Fairhaven credits must be completed in the Interdisciplinary Concentration. The third stage consists of an advanced seminar to be taken after the completion of the major and an Applied Activity or Final Project. (This can be a performance for the community, a student-taught seminar, or any means whereby the student can demonstrate the skills or knowledge acquired during the learning process.)

Thus, the curriculum is significantly more prescriptive than it was during the mid-1970's and would appear to begin to approach the curriculum originally envisioned for Fairhaven.

As part of its examination of Fairhaven, the staff spent a day on campus talking with students (eleven students, in all, were formally interviewed). While the sample would not be considered representative, it was apparent that those students who were interviewed were more critical of their experiences than were students at Evergreen. Among the elements they liked were the pass/no-pass system, the lack of competition, and the strong community spirit felt among those attending and working at the College. The negative observations centered on the lack of a strong orientation program and faculty personality clashes. Concerns were expressed over the dropping of part-time faculty, which students felt provided turnover and kept the academic part of the College contemporary and alive.

At the same time, all but one of the students had strong positive feelings about the educational experience. They stated that they were satisfied with the program. However, they were aware of the College's image,

which they thought was bad, both on the main campus and throughout the State. They feel this image is improving.

C. Summation

This review of issues associated with nontraditional education suggests something of the enormity of the task facing Evergreen (and Fairhaven). It also suggests some of the steps the College can consider in determining how its educational efforts can best fit into what is rather clearly becoming a changed milieu. It is evident that Evergreen is a cut above most of the other nontraditional efforts in the country which, in the aggregate, appear to have vitiated both the effectiveness of the various elements they comprise and the support they once enjoyed. Whether the College can overcome that onus remains to be seen, but it is evident that those who have examined it believe there is something at Evergreen worth preserving.

CHAPTER VII

FINDINGS AND CONCLUSIONS

The Evergreen State College can grow in size to an enrollment level sufficient to reduce its unit costs to the average of its sister institutions by attaining service levels in its region similar to those operative at the other institutions. Cost parity at Evergreen can be attained at an enrollment level of approximately 4250 FTE. While Evergreen offers a structured and effective educational program, the College does not now provide the range of defined career pathways of other regional institutions. The College also has a negative institutional image among substantial numbers of graduating high school students in its region. These problems will have to be addressed if Evergreen is to substantially increase its enrollment. Recommendations concern: a "breathing space" for the College, with stated enrollment goals; relating the program to the educational needs of the region, the Olympia community, and state government; various cost reduction steps; modifications in admissions procedures; the provision of more career pathways and more structure in the curriculum; improved advising systems; an enhanced social environment on the campus; more outreach programs; and other measures.

The institutional mission that was either implied by the charter or assumed by Evergreen consists of three parts:

(1) To develop as a nontraditional institution;

(2) To provide service to southwestern Washington; and

(3) To maintain a special relationship to the seat of State government in Olympia.

During its early years, Evergreen emphasized the first part, developing a nontraditional educational program. It was during succeeding years, after

the program was established, that the College was able to direct its attention more thoroughly to the second element of its mission, service to southwestern Washington. The Vancouver program, the upside-down degree program, various annual study areas, and courses that would be available to part-time students are the most obvious manifestations of this. The third component of the mission, the establishment and maintenance of a special relationship with State government in Olympia, is now coming to the fore, and it is most directly apparent in the proposed master's program and Evergreen's interest in assuming a role in meeting the training needs of the various agencies.

Once Evergreen decided to embark upon a different educational route, the order by which the various aspects of its mission would be approached followed in a logical order. It is not clear, however, that this was the order those who conceived the College envisioned. Rather, it can be argued that their major interests were directed first to service to the area and to the Olympia governmental complex, with the thought of something educationally different added later, in some respects as a response to the turbulence then in evidence on various Washington campuses. It may also be argued that if Evergreen had followed this pattern it would have been difficult, if not impossible, for it to move subsequently into nontraditional education, at least to the extent that it has. The result would have been an institution considerably different than exists. By following the order it did, however, the College found itself in the position of completing a delicate, and difficult, curriculum design task with a program that appears to work well, and discovering that its earlier trials and tribulations left it with a reduced appeal. Whether Evergreen can reverse this situation as it moves to meet the full range of its responsibilities is not certain.

At the same time, that effort is worth making. The potential for Evergreen to meet the enrollment level necessary to bring its per student costs within the range of those of other Washington public institutions, effectively address the educational needs of southwestern Washington, and establish and maintain a special relationship with the seat of State government is there. Moreover, there is reason to believe that these accomplishments can occur without dislocations in its educational mode so severe they eradicate its positive elements.

Some changes will have to be made, however, if Evergreen is to accomplish these objectives and alter its image. There are also other reasons why some changes are desirable. While it is reasonable to believe Evergreen can attain its optimal enrollment level (optimal in terms of existing facilities and cost comparisons), it is not certain whether its educational form can withstand the pressures a virtual doubling of enrollment would create. Persons within the institution and those viewing it from without share in the concern that programs and procedures operating effectively at an enrollment level of 2,200 - 2,400 may collapse under the weight of an enrollment of 4,200 - 4,400. Adjustments in the Evergreen program are necessary both to increase the enrollment level to a desirable range and to accommodate the expanded enrollments when that level is attained.

It is important to consider whether a recommendation for increased enrollment at Evergreen is appropriate in view of current demographic projections. The national higher education literature is replete with predictions of decreasing populations and declining participation rates. In general, enrollments are expected to stabilize, in some cases decline, during the 1980's, both throughout the country and in Washington State. In such a context a

recommendation of enrollment growth, albeit to a level of unit cost parity, may be questioned.

One can be in general agreement with the view that growth planning for the 1980's should be undertaken cautiously. In the immediate instance, however, there are other factors that must be weighed. As noted earlier, Evergreen has not yet attained the service levels for its region that its sister institutions have for theirs. The demographic data for the thirteen western and southwestern counties suggest that this region is still under-served; it is reasonable to infer that it contains the potential for institutional enrollment growth. In addition, the area of western Washington, along the "I-5 Corridor," and in south Puget Sound is marked for inevitable near-term population growth. An active aerospace industry, increased new housing starts, and expanding demands for public utilities suggest the presence of substantial in-migration to this area; such activity was not anticipated even recently.

Evergreen was designed to attain a rather modest size. The physical capacity and library resources for an enrollment level of the magnitude necessary for it to achieve unit cost parity are in place. Additional facilities are not necessary for this purpose. Moreover, Evergreen needs a larger enrollment to support an educational program of enough diversity to meet the educational needs of a fairly broad spectrum of the population.

Thus, this report is recommending planned enrollment growth at Evergreen, along with various changes designed to encourage such growth. However, it is not recommending unrestricted development. The projected enrollment level called for was assumed as a target when the present physical plant was approved for construction. The report is not recommending the establishment

of additional physical facilities. It calls for interinstitutional cooperation, resource sharing, and selected cost reduction measures at the College. It is calling for changes, growth in some areas and retrenchment in others, that will bring Evergreen to the level of cost effectiveness implied by the Legislature when it called for the study.

The Legislature did not ask the Council to consider closing Evergreen, nor do the findings of the report indicate such a drastic step would be in order: Institutional closure would not only be enormously costly in the short-run, but population growth of such magnitude as to engender future requirements for a four-year institution in Olympia is a virtual certainty. Accordingly, the conclusion of this report is that Evergreen should grow to the limited size proposed. For it to do otherwise would be to ignore the clear existing need for services in its region while encouraging its continued operation at cost levels above those of its sister institutions.

It is at this point that the study directive can be addressed. In the Appropriations Act proviso, the Legislature directed the Council to determine the actions necessary:

1. To broaden the institution's clientele base by introducing traditional undergraduate and graduate course offerings; and

2. Reduce the institution's total operating costs per FTE student to the average cost per FTE student at the three regional universities.

As noted earlier, the major action necessary to reduce the per FTE student cost to the average similar cost at the three regional universities, all other things equal, is to increase the enrollment level to approximately 4,250 students. Other steps that might be taken include cutting expenditures

for instruction, support, and overhead at Evergreen. Some suggestions in this regard are explored. However, this exploration occurs in light of the realization that substantial reductions could place the institution in a downward enrollment spiral with no likelihood of attainment of cost parity until an enrollment level below the critical mass necessary to justify its continued operation is reached.

With respect to the steps that may be taken to introduce traditional course offerings at the graduate and undergraduate levels, as indicated in the proviso, a similar point can be made. The massive introduction of conventional offerings at Evergreen could create a situation of temporary enrollment dislocations, as some students currently enrolled interrupt their studies with the institution and seek other alternatives and faculty seek other employment. In view of the image problems Evergreen already faces, it cannot be predicted when the enrollment pattern would reverse itself in such a situation.

There is a larger question that must be addressed. In terms of <u>how</u> these studies could be introduced at Evergreen, the final determination in such matters has been delegated by the Legislature and the Executive to the Board of Trustees, which, in turn, looks to the administration and the faculty. The Legislature could direct the Board to establish conventional studies through any of a series of actions: House Resolution, Joint Resolution, or statute. At the same time, this would represent a departure from the relationship that by tradition and custom the governmental branches have maintained with public higher education.

The assumption of this part of the report is that Evergreen can achieve the objectives implied both in the legislative directive and in its educational mission through changes in its program that would be less drastic than a complete shift to a conventional curriculum.

To allow it to try will require some further accommodation by the Legislature, the Governor, and the general public they represent. For their part, those associated with Evergreen will need to recognize this accommodation and to demonstrate a comparable willingness to seek solutions and implement those changes that appear to have the most promising potential for achieving growth. An implacable stance on the part of either major party could have disasterous effects on the institution.

Again, these goals can be accomplished through adjustments at Evergreen, adjustments that will not have the effect of negating that which is positive, and which remains exciting. What is especially required is a positive and constructive attitude on the part of all the participants, and a fair amount of patience and understanding.

The study supports several conclusions. First, it is evident that Evergreen can grow in size by drawing more extensively on the potential that exists in southwestern Washington. Two sectors, in particular, are especially important: Graduating high school students and the community college transfer students. When the adult population, including residents of areas beyond effective commuting range of the College, who could be attracted and effectively served through off-campus programs in the major cities of the area, and adults living and working in the immediate campus service area, who could be attracted by graduate studies and programs and

courses suited to their professional goals, are added to the equation, the potential for growth is even greater. To attain this growth, Evergreen needs to achieve little more than the levels of service demonstrated by other regional universities.

Second, Evergreen ran reach cost parity with these regional universities with an enrollment level of approximately 4,250 FTE students. This will require an increase of about 93 percent over its present level. The College has the physical facilities to accommodate an enrollment level of this magnitude.

Third, Evergreen's educational program is unconventional in form but more conventional in substance. The curriculum has a structure, the College imposes requirements to assure the maintenance of rigor and quality, and it offers a number of alternative routes to different professional careers. These efforts are also considered effective by those who have examined and participated in them and by those who have worked with students representing the product of these efforts.

At the same time, it is equally clear that Evergreen does not offer the range of career-oriented pathways available at other institutions. If it may be assumed that large numbers of students are increasingly interested in such educational preparation, as much of the current literature on the subject suggests, they will not consider Evergreen as it presently operates able to fulfill their needs.

Fourth, the "users" of Evergreen, students and employers of these students, agree with the peer evaluators that the Evergreen program is effective and

worthy of preservation. To these judgments may be added further substance from the empirical evidence on Evergreen placement patterns, which are comparable to those of the other regional institutions.

Fifth, unfortunately these views are not readily shared by high school students and their counselors. Two points seem pertinent. Ironically, while many students state a desire for the aspects of a college education apparent at Evergreen, not many appear to relate these qualities to Evergreen. Second, a significant portion of the high school students declined to complete the survey instrument because they did not believe they possessed sufficient knowledge about the institution to do so. These observations permit one to infer that Evergreen has not succeeded in getting its message across to graduating high school seniors. Moreover, the remarks of these students and their reluctance to rank the College high in their listing of college choices, suggest that for Evergreen to reach them, in addition to making changes of substance, it will need to find ways to both more effectively explain its educational program and counteract negative impressions that have formed, for whatever reason, in the minds of many of these students and their advisors.

Sixth, Evergreen's image problems are not unique to that institution. The survey of institutions established since the mid-1960's suggests that others have encountered growth problems. Some have been able to weather these conditions; others have found it necessary to change, or to close. Fairhaven College, at Western Washington University, is a further example of a nontraditional educational experiment in Washington that has experienced difficulties.

These experiences correspond with current assessments of the nontraditional movement. Perhaps because some of the less creditable efforts have proved ineffective, perhaps because the major universities have not fully embraced them, whatever the reason, the pendulum appears to be swinging toward more educational structure, more career-oriented programs, more predictability. Yet at the same time, those who have examined the movement agree that the efforts of The Evergreen State College are among the more impressive and effective in the country, and that its commitment to these forms should be preserved.

In the face of these findings, one is left with little choice but to suggest changes that can take the College to its enrollment goals, that would enhance the service level it provides to Southwestern Washington counties, and that, in turn, would contribute to a reduction of its unit costs to a level comparable with those apparent in its sister institutions. In other words, rather than suggesting a wholesale redirection of the College's educational efforts, it is necessary to speak of a combination of changes: some within the general context of its curricular form, and others proceeding from that form into areas of more visible substance.

The recommendations that follow are premised accordingly. In preparing them one is cognizant of an important consideration. The Council is a coordinating board with advisory rather than recommending authority. Some of the recommendations that follow either touch upon or directly involve matters within the statutory purview of the College's governing board. As a general rule, the Council is reluctant to intrude itself into matters of curricular import. For example, while it examines program structures in its reviews of proposals for new degree programs, it does so to determine

program costs, consistency with apparent educational needs, and harmony with institutional role and mission. It does not, as part of those reviews, comment on the appropriateness of particular requirements in terms of their pedagogical import, for this is considered the appropriate province of the program faculty.

In the present case, however, it is necessary that some recommendations either approach or cross that boundary. In those instances the particular recommendation is considered "advisory" to the Board of Trustees and to the administration and faculty of the College. Other recommendations are treated more generally, in the manner usually employed.

A. "Breathing Space"

Evergreen needs a breathing period to make new overtures and adjustments. A two-biennium period, coupled with annual progress reports and enrollment goals is recommended.

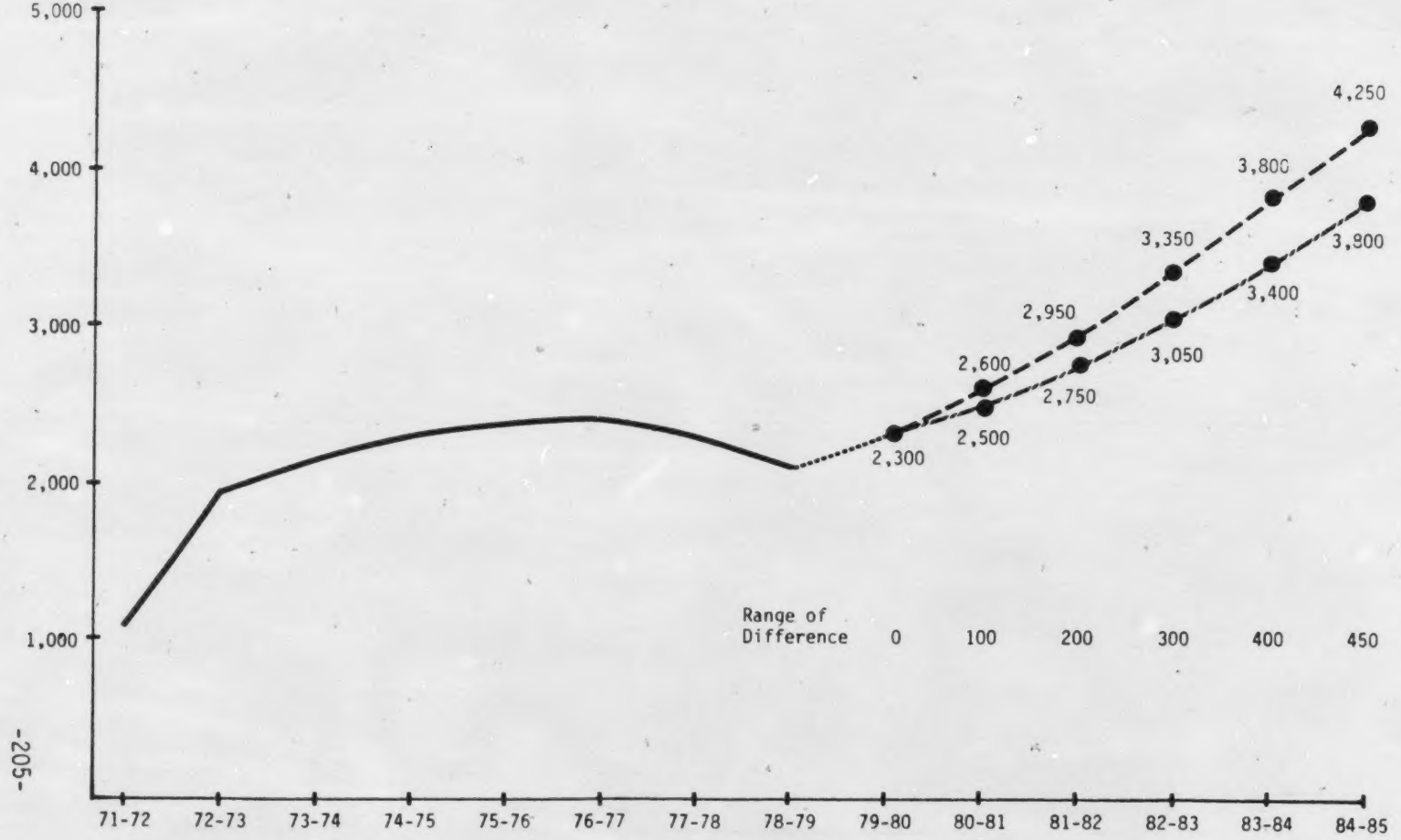
Students at Evergreen and others have observed that a significant part of Evergreen's image problem is associated with uncertainties in the minds of high school students and their parents over the College's future. Several noted an unwillingness to make a commitment to the College as long as there was a possibility the institution might be closed or significantly realigned during the four-year period for which they would be enrolled. It was easier for them to opt for an "established" institution than to gamble on Evergreen. The College needs a "breathing" period, a period during which it can make overtures and adjustments, a period comparatively free from the dislocations associated with continuing adverse publicity. At the same time, persons not

directly associated with Evergreen need assurances that changes are being considered and implemented by the College. Accordingly, the first recommendation of this report calls for a two biennium breathing period, with the second biennium conditioned on evidence of progress during the first. By the end of the second biennium, the College should be able to clearly demonstrate evidence of enrollment growth and cost reductions. The concept would be further conditioned on annual progress reports from the College to the Council (November of each year), and subsequent Council reports on progress to the Governor and the Legislature (to be made the following January).

Goals can also be stated. It is believed that Evergreen can reach an enrollment level of 4250 FTE students by 1984-1985. Interim goals can be derived from this figure. However, because the 4250 figure represents hypothetical unit cost parity, and is itself dependent upon changes in funding patterns respecting the comparison institutions, and because of anxieties among administrators at Evergreen that a failure to achieve the early interim enrollment goals might be perceived as a more general failure on the part of the institution, two growth curves representing between them an acceptable range are described on Table VII-I. On this basis, growth to an enrollment range of 2500-2600 FTE students by the end of the first biennium, and to 3050-3350 FTE students by the end of the second would suggest reasonable progress. An enrollment of 2500 FTEs in the second year of the current biennium is likely to be above the level "contracted for" by the Legislature, in view of the present 1979-81 biennial

TABLE VII-1

The Evergreen State College
Enrollment Pattern and Growth Options



budget recommendation of the Governor. Funds for enrollments above the level budgeted based on contract enrollments should be provided but held in reserve for allocation by OFM upon evidence of additional growth. Funding should be limited to Instruction, Student Services, and enrollment-driven formula areas where reallocations are not possible.

Evergreen representatives have suggested a "tolerance band" of about 140 FTE students around the lower figures in these ranges, especially during the first two years. The Evergreen figure is based on the current OFM tolerances in the institutional enrollment contracts. The Council has supported the tolerance band concept in the contracts proposed by the Governor, and it continues to do so. Implementation of the Governor's proposed tolerance band would appear to satisfy Evergreen's concern.

Failure to demonstrate enrollment growth and unit cost reduction by the end of the second biennium should be considered as serious evidence of the College's inability to reverse present patterns within the framework of its educational concept, in which case a realignment and subsequent retrenchment, especially in the physical plant area, would seem appropriate.

Recommendation 1:

It is recommended that the 1979-81 and 1981-83 biennia be dedicated to an opportunity for The Evergreen State College, through an institution-wide effort, to increase its enrollment level and reduce its unit costs by making adjustments in its educational concept and attracting students. Target enrollments of 2500-2600 FTE students by 1980-81 and 3050-3350 FTE students by 1982-83 are suggested. It also is recommended that during this period the College continue to be funded at Instruction, Student Services, and other enrollment-driven Physical Plant formula levels comparable to those applied to its sister

institutions. Other support program expenses should be maintained at current expenditure levels, adjusted only for inflation. It is further recommended that during this period Evergreen prepare and present annual progress reports to the Council for Postsecondary Education each November, and that the Council convey these reports with its comments to the Legislature and Governor not later than the following January.

B. Reducing Costs

There are steps such as stringent review of administrative overhead and resource sharing that Evergreen can take to reduce costs and thereby reduce the "cost-parity" enrollment figure.

A major assumption of this report is that Evergreen can reach cost parity with its sister institutions when its enrollment level reaches approximately 4,250 FTE students. At the same time, there are steps the College could take to reduce its costs generally, and thereby in some measure reduce the total number of students that would be required to "break even" on the basis of current cost patterns. Moreover, implementation of some recommendations in this report will require additional funds. Cost reductions in other areas will be necessary to accomplish this.

In considering this question, the statements of Dr. Lewis B. Mayhew may be recalled. In his view, nontraditional instruction, if done well, will cost more to maintain than more conventional modes. This occurs as educational forms require smaller student faculty ratios, with some aspects operating on a one-to-one basis. Expansion of the academic advising program, for example, is bound to have a cost impact as faculty workloads are increased through that system.

There is evidence that Evergreen faculty have accommodated the present instructional program through a larger than typical commitment of their

personal time to the endeavor. Past evidence indicates that the faculty at that institution maintain substantially higher levels of student contact hours than those at other institutions. In more conventional institutions disparities in cost in educational modes can be accommodated by larger classes in various, especially introductory, subjects, offsetting the higher costs associated with smaller classes, such as seminars. Lacking large lecture courses, Evergreen does not have much latitude to offset the more intensive efforts in this manner.

As noted at the end of Chapter III, it is possible the College could cut some of its overhead costs through physical facilities "retrenchment." This could include leasing some of its facilities to other governmental organizations and charging the pro-rated overhead costs accordingly. Such a step may be particularly appropriate if Evergreen is unable to reach an enrollment level sufficient for full utilization of its physical plant.

The potential for sharing facilities with other local institutions and high schools, such as St. Martin's, OTCC, Capital High School, etc., is mentioned as a potentially cost effective approach to the achievement of other goals in this chapter. While effective sharing of facilities is not easy to accomplish, the approach nevertheless is worthy of exploration. Still another possibility concerns more effective utilization of the library resources at the State Library, in Olympia. The Library maintains an extensive documents section and a wide array of books that could be used in support of Evergreen programs, particularly programs at the graduate level. A review of the State Library's holdings and consideration of ways in which they could be utilized in support of its efforts by the College could contri- to substantial cost reductions in the estimates associated with new program initiatives.

The point of this section is that the 4,250 FTE student figure is projected on a current expenditures (plus Student Services increases) pattern base. Cost savings gained through review and reduction of administrative costs and resource sharing could contribute to a lower break-even level and also allow the College to implement some of the recommended changes without increasing its overall costs.

Recommendation 2:

It is recommended that Evergreen seek ways of reducing the costs associated with its support programs. Inter-organizational resource sharing arrangements and continued review of its administrative overhead and support program priorities within a context of zero "real dollar" growth should be seriously considered and undertaken.

C. Relating to the Educational Needs of State Government and Providing Other Degree Programs and Education Options

Evergreen could enhance its relationship to state government through the provision of a master's program and evening credit offerings and by expanding its role in the area of state personnel training. A Bachelor of Science degree would round out its undergraduate program, and teacher education could be offered on campus without adding education faculty through an agreement with another institution or institutions.

Comments to the effect that Evergreen must improve its relationship to the seat of State government in Olympia were received frequently throughout the course of this study. Several particular suggestions were made, ranging from the offering of a master's degree program to a closer relationship with the interagency training needs of state government and the expanded offering

of credit-bearing courses in the evenings for governmental employees. Recent discussions between the College and the appropriate sectors of government have centered on transfer of the interagency training program to the College. If such a transfer is feasible, it seems a desirable step the College could take to round out its basic educational role.

While these steps appear desirable, it also seems evident that if the College is going to relate effectively to the educational needs of persons associated with state government it must address those needs in terms discernible to them. While much of what Evergreen does now is similar to what occurs in graduate schools around the country--seminars, independent studies, class projects, etc.--much of what it does is not. State employees will likely want to obtain a good education at Evergreen, but they will also require the kinds of certification that "conventional" graduate programs can provide. Thus, a master's degree program leading, for example, to a Master of Public Administration is generally more acceptable to this audience than one leading to a Master of Arts degree in some general area. Similarly, program requirements pertinent to such a degree are probably more desired than a general range of offerings.

Evergreen presently awards only one degree: The Bachelor of Arts. Frequent statements were heard during the interviews with students, graduates, and employers that Evergreen needs to expand its practice in this area, particularly into the awarding of a Bachelor of Science degree. This is a step that could be undertaken readily by the College, without dislocations in its present curriculum or requirements for additional courses and programs.

A second suggestion, that Evergreen provide teacher training programs, would have far greater impact on the College. It is not recommended that it establish its own teacher training program. However, there exist within the area educational needs among aspiring and actual teachers for such educational experiences. The College could help meet these needs through an inter-institutional agreement with one or more colleges or universities within its service region which currently offer teacher training programs--an arrangement whereby the College facilities and appropriate courses were utilized in conjunction with faculty from the participating institution or institutions.

Recommendation 3:

Support for the establishment of master's level studies at Evergreen is reaffirmed. However, it is recommended that in developing its graduate studies program, Evergreen pay particular attention to the educational needs of persons associated with state government in Olympia, especially their needs for the types of certification that specific degree programs provide, and that the institution adopt curricular structures for its graduate programs consistent with forms recognized and accepted in the relevant professions.

Recommendation 4:

Evergreen and the Department of Personnel, along with other appropriate governmental authorities, should be encouraged to continue their study of the feasibility of transferring the interagency training function to the College. If these efforts conclude that such a transfer is feasible, it is further recommended that the transfer occur.

Recommendation 5:

It is recommended that Evergreen, in conjunction with its graduate studies efforts develop and offer evening credit-bearing courses especially

related to the educational needs of professionals working in the Olympia area. Such courses should also be open to on-campus students.

Recommendation 6:

It is recommended to the Board of Trustees at Evergreen that it consider expanding the College's degree-awarding range to encompass the Bachelor of Science degree.

Recommendation 7:

It is recommended that Evergreen study the feasibility of an inter-institutional agreement with one or more institutions in its service region for the conjoint provision of programs in teacher education on campus.

D. Providing Career Pathways and Greater Structure and Predictability in the Evergreen Curriculum

In view of expressed student interests, Evergreen could identify more clearly the career pathways in its present curriculum and as needs for additional pathways become apparent it could augment its curriculum accordingly. Similarly, students expressed needs for greater structure and predictability in the curriculum, including the offering of courses as part of the day program.

In view of the rather clearly expressed interests of current high school students for college experiences leading more directly to career placement, consideration was given in the study to a recommendation that Evergreen develop a "dual track" curriculum, one track that would accommodate the interests of students for coordinated studies programs, and another that would reflect greater structure, more courses, and clearer relationships with various career fields.

After a considerable amount of reflection and discussion, however, this thought was abandoned. It was not clear, for example, how a "departmentalized" faculty could operate alongside a group oriented to interdisciplinary studies without creating internal tensions, and more than a fair amount of duplication and overlap. In effect, such a system would likely lead to a schismatic organization, with little internal communication and coordination. This, in turn, would likely contribute to similar splits among the students.

At the same time, the need to establish clear pathways to career objectives within the curriculum remains. This will likely require the establishment of additional advanced areas (such as Business, Organizational Administration, etc.). It will also require some greater predictability and structure in the programs that presently exist. There are national models in the form of nontraditional institutions that have successfully affected such changes, and they can be examined and emulated by Evergreen.

One point seems certain. High school students are increasingly career-oriented. Virtually every statement in the high school survey rated "important" by these students directly or indirectly reflects their desires to reach career goals. If these students are to find ways to fulfillment of these goals at Evergreen, the College will have to demonstrate to them that the options exist and, more, that the faculty there will support them fully in these aspirations.

Evergreen has operated under a basic concept of changeability in its curriculum to assure continued growth and preclude stagnation. The further intent has been that through this system the curriculum would remain relevant, and experimentation would be continued. There is a price for this, however, as students entering the College find it difficult to know where they will

be three or four years hence. Problems also are encountered as students find it impossible to enter desired programs and are required to seek others, perhaps less desirable in terms of their educational goals. Sometimes the experiment does not "work." And for participating students a less than optimal experience may result.

The College could counteract some of these problems by preserving more of the experiments that do work, by repeating successful programs, and assuring students that those programs would be repeated (especially in the event the student could not enter the first time around). While programs can continue to change, it would be desirable to spread the changes out over a longer period of time, so that greater predictability could be assured. Similarly, more courses in subject matter areas presently encompassed by coordinated studies programs could provide useful alternatives for students desiring the subject, but who are unable to participate in the interdisciplinary program.

Structure can assume other forms as well. Potential students and high school counselors continue to operate on an assumption that the College program is lacking in requirements and, therefore, in rigor. Certain minimal requirements as a prelude to graduation (in addition to those that presently exist) could serve to counteract these impressions. Changes that are presently under consideration at Evergreen, such as a requirement for a minimal number of quarters in coordinated studies programs (this would counteract criticisms that students can get a degree through four years of independent studies) and a culminating, or senior, project would represent positive steps toward balance between structure and flexibility.

Recommendation 8:

It is recommended to the Board of Trustees at Evergreen that career pathways in the College's curriculum be clearly identified and that student and employer needs for additional pathways be identified and the curriculum augmented accordingly. In considering this question, the Board is encouraged to take into account the certification requirements that accompany job offerings in the various career fields, requirements that must be met before graduates will be considered eligible.

Recommendation 9:

It is recommended to the Board of Trustees that ways be sought within the College to institute greater structure and predictability in the curriculum, including the offering of course options in the day program. It is also recommended that consideration be given to additional requirements for an Evergreen degree. Requirements that would ensure student participation in a variety of study forms and a demonstration of educational growth by the senior year are also recommended for consideration by the Board.

E. Modifying Admissions Procedures

A review of the student admissions program by Evergreen is indicated, as is the desirability of the College accepting all applicants that meet stated entrance qualifications.

The comparative information on admissions among Washington public four-year institutions suggests that in many ways the College, whether intentionally or not, is operating as a selective institution. There may be many reasons why a relatively low percentage of applicants are ultimately admitted to the College, but the size of that percentage in comparison with comparable figures for other institutions suggests greater direct or indirect selectivity in admissions.

It has been suggested that one of the causes of the fall-off between applications and admissions may be associated with Evergreen's use of a supplementary application form. This device, designed to determine whether students have read and understood the College catalog, and, to some extent, their basic skills, may have the effect of discouraging students who might otherwise consider the College, who have certainly demonstrated their initial interest in it, and who might be able to perform well in its programs.

There is a lack of agreement on the reasons for the differential in the application and admission figures. Evergreen officials report that the cause is "incomplete applications." Some state this is failure on the part of students to complete the supplementary form; others say it is not. In any case, there seem to be other alternatives for the College to obtain the information about applicants that it gains through the supplementary form, and the matter is worthy of further careful consideration by the faculty and the administration.

Recommendation 10:

It is recommended that Evergreen reconsider the need for its supplementary application form as part of a larger review of its student admissions program. In doing so it should consider other means for determining whether students possess basic skills, including the announcement that it will test new students for possible placement in basic skills courses. Evergreen should make all possible attempts to accept all applicants meeting stated entrance qualifications.

F. Providing Programs for Entering Students

Consideration should be directed to the provision of first-year requirements for entering students to assure preparation in basic skills

areas and to facilitate their transition into the institution's programs.

In considering other recommendations of this report that pertain to the Evergreen curriculum, examination of the need or desirability of programs especially designed for entering Evergreen students should also occur. There are two aspects to this concern. The first pertains to the establishment of basic competencies for effective participation in advanced study areas. The second involves an orientation into the Evergreen approach to education.

With respect to the first, the conventional wisdom suggests a belief that many graduating high school students are not adequately versed in the basic skills: reading, writing, mathematics, etc. There is probably more than a measure of truth in this. The capacity among many students to express themselves well in the written form (reading capabilities are a less prevalent problem) is limited. But the problems may extend beyond these basic skills into broader areas, such as logic, history, the natural sciences, "civics," etc. Introductory, and basic, coordinated studies programs and appropriate courses in the Humanities, the Natural Sciences, and the Social Sciences, in particular, would seem to be one way that students could spend their first year at Evergreen in a highly effective and productive manner preparatory to more advanced studies later on.

The second dimension is also important. Students entering Evergreen can experience a form of "culture shock," as they move from a traditional learning environment into one that is more unconventional. A first-quarter

course designed to ease that transition, to explain the Evergreen lexicon, to show students how the system operates, and what they must do if they are to operate effectively in it, is a need that was echoed by many of the students surveyed in the study, both those who are presently at the College, and those who have graduated from it.

Recommendation 11:

It is recommended to the Board of Trustees at Evergreen that consideration be extended to the provision of first-year requirements for entering students in the form of basic coordinated studies programs and courses directed to preparation in the basic skills areas and in the Humanities, and the Natural and Social Sciences, and to facilitating the transition of students into the institution's programs.

G. Reviewing Individual Contracts/Internships

Review of procedures governing the award of individual studies contracts and internships is warranted.

Employers and students at Evergreen often referred to problems with the individual contract and internship modes. Most often they pertained to the lack of adequate direction and supervision for participating students. In some instances the comments were directed to problems associated with a lack of student preparation to operate effectively in these modes. In other cases the comments involved problems associated with the lack of qualifications among the supervising faculty to provide adequate oversight and guidance in specific subjects.

It is clear that some portion of a student's educational experience directed to independent study or to an internship can be a highly desirable

aspect. At the same time, in order to operate effectively in these modes, effective and intensive faculty involvement is necessary. It is probably these aspects more than any other form, with the possible exception of credit for prior experiential learning, that have contributed most to the unfavorable image associated with nontraditional education. As with so many other observations, it is ironic, for these modes can be highly desirable, both as means for avoiding duplication of learning experiences and for injecting relevance into those experiences by allowing the students to proceed on their own or exposing them to work-related studies off the campus.

The modes should be retained. But they should also be employed more guardedly. Many students, for example, have argued that competition for college-sanctioned internships should be introduced. Whether events should go that far is not certain, but it does seem that the College should be able to ensure that students are ready to undertake an individual study contract or an internship before they are permitted to do so. The College also should ensure that the faculty assigned to supervise these students have expertise in the fields in which they are to act as sponsors.

Recommendation 12:

It is recommended to the Board of Trustees that it reexamine the procedures by which students are awarded internships or authorized to pursue independent study, so that procedures exist to assure that students are ready to undertake such modes and that the faculty assigned as sponsors are qualified for the role.

H. Reviewing Evaluation and Transcript System

Review of its evaluation and transcript systems by the College is recommended.

The evaluation system employed by Evergreen represents a significant departure from the norms that operate in American higher education. Evergreen officials believe the present system is superior to more conventional ones. However, there was sufficient unfavorable comment directed to this system and to the Evergreen transcript, among graduates and employers and among some present Evergreen students, to suggest that it needs further work. The documents are cumbersome and difficult to read. While it can be argued that potential employers and graduates need to spend more time reading these materials, the fact is that the trend is in the other direction, as prospective employers and graduate admissions committees find themselves with insufficient time to do so. The result, as noted earlier, at least in terms of some kinds of jobs, is "the College may be killing its graduates on paper."

For these reasons, as desirable as the College may feel its evaluation system to be, consideration should be directed to simplifying the statements of the results of these evaluations so that they can be readily understood by persons not associated with the institution.

Recommendation 13:

It is recommended to the Board of Trustees at Evergreen that the College reexamine the evaluation system with a goal to retaining it for internal use, while simplifying the student transcripts so that they may be more readily reviewed and comprehended by persons not associated with the College.

I. Expanding Student Advising

Evergreen should reexamine its advising system with a goal of expanding its availability to all students.

Problems with student advising and counseling at Evergreen represent one of the most frequently-cited topics heard during the course of the study. In many respects, student advising is the critical element if Evergreen is to continue to offer the kind of program it does while operating as an institution oriented to fulfilling a wider range of educational needs, for a broader spectrum of the population, than at present. Students repeatedly noted that they did not know where to turn for advice, support, and assistance. The problem is rendered even more critical because of the long-range uncertainty about coordinated studies programs that may or may not be offered two or three years in the future, and the possibility that a student will not be able to enter a program that is desired, or a wrong program may be selected. In these latter cases, as much as a full quarter can be lost to the student if the options that are open do not readily fit into his or her educational goals.

Evergreen has made important changes in its advising program. Students who are entering the College are now assured of academic advising throughout the period of their stay at the College. At the same time, it is unclear whether this will be totally workable, given the loads presently placed on faculty members to advise students enrolled in their coordinated studies programs as well as a complement of entering students whom they will advise over a longer period of time. Moreover, students state that this program does not go far enough, in that upper-class students continue to operate on the previous system, and in that career counseling services are still limited.

Overall, one is left with the impression that while Evergreen is attempting to resolve this problem, it remains as one of the most prevalent

areas of difficulty at the College. For this reason, especially, it is once more being called to the College's attention.

Recommendation 14:

It is recommended that Evergreen reexamine its student advising program with the goal of developing an advising and career counseling system that supports all students' efforts to identify courses and programs which can fulfill their personal and professional objectives at the College.

J. Changing "The Evergreen Image" and Expanding Community College Relationships

An extraordinary institutional effort to modify its image in the high schools of the region is crucial--community colleges in southwestern Washington are also an important source of students to Evergreen, and Evergreen is the logical institution to serve those students. An equal need to expand relations with these institutions is evident.

The problems facing Evergreen as it attempts to improve its institutional image, especially among graduating high school students, have been mentioned frequently throughout this paper. They need not be recited in detail once more here. Implementation of many of the recommendations listed in this report can be an important element in the College's message to these students. There are other considerations to be weighed as well. Two observations are pertinent. The first pertains to the large number of the high school students surveyed who indicated they did not know enough about the College to complete the survey instrument. The second pertains to the perceptions, many of which are misconceptions, among those who felt they knew something about the institution. In the first instance, there is a basic matter of conveying information; in the second there is the problem of

reversing negative attitudes. To quote an earlier statement, "The College is both shrouded in mystery and perceived in an unfavorable light."

Several steps were suggested. They include embarking on an extraordinary effort to familiarize parents, students, teachers, counselors, and principals in the high schools, especially those in the western and southwestern regions of the State, with what the College offers. Extensive personal contact was recommended, especially encouraging former high school students to return to their schools and discuss the College with potential enrollees and small groups of students. Attention to detail in publications about the College was also considered important. It was noted that few prospective students will take the time to read the whole catalog, so the important information needs to be conveyed early. Greater reliance on brochures was also encouraged.

Language is an important barrier, and the College needs to consider ways it can get its message across in terms that are familiar to high school students. This may require greater utilization of "traditional equivalencies." It was also suggested that the College seek ways of getting parents, teachers, and counselors onto the campus, and this includes not only residents of the Greater Olympia area, but those from throughout the region as well.

Other steps the College might take to enhance receptivity to its message are dealt with in the sections on structure and continuity in the curriculum. In any case, there is some question about the ability of a few staff members in the admissions office, working alone, to accomplish this task, and the College should consider utilizing faculty, as well as others in the institution, in this important endeavor.

The community colleges in the southwestern and western regions of the

State represent a potential source of large numbers of students for Evergreen. In many cases students have chosen these institutions for economic reasons, reasons associated with the opportunity the community college provides for them to live at home and maintain a part-time job. Many of these students naturally look to the closest regional institution to continue their education. Moreover, because they have already attended college, these students are prime candidates for the upper-division studies Evergreen can provide.

Evergreen presently offers an "upside-down" degree program for graduates of community college technical programs. It has other study options that can coordinate well with other programs in the community colleges. An intensive effort to meet with students in the community colleges of the region is as desirable as the aforementioned efforts directed to the high schools. By meeting current needs of these students, the potential for expanded enrollments at Evergreen is there; it should be tapped.

Recommendation 15:

It is recommended that Evergreen mount an extraordinary and sustained effort to inform students, counselors and others in the high schools of its program and to seek to counteract the negative perceptions of the College held by many of these persons.

Recommendation 16:

It is recommended that Evergreen make a sustained effort to meet the needs of students in the community colleges of western and southwestern Washington and to communicate to those students what it offers. Like the other effort, it should be an institution-wide endeavor, involving Evergreen students meeting with community college students, and Evergreen faculty

consulting with the faculty of those institutions on the Evergreen programs and ways in which the various institutional efforts can be coordinated.

K. Providing Intercollegiate Athletics

A limited range of intercollegiate athletic programs at Evergreen would be supported by many prospective students and by the larger community.

The subject of intercollegiate athletics at Evergreen is a sensitive one. Many of the present students and faculty have expressed themselves in opposition to the idea. These sentiments can be appreciated. At the same time, the topic emerged in so many instances as a factor that could be employed effectively by the College to broaden its appeal to a larger range of high school students and enhance its community relationships that it simply cannot be ignored here. The potential for involvement in sports that seem to be suited to the interests of students at Evergreen (e.g., soccer, tennis, swimming, track, etc.) is great, and these are all sports for which the College has or could utilize nearby facilities through an exchange arrangement with a nearby high school (e.g., Capital High School in Olympia has fenced track areas). Evergreen could not readily field a basketball team using its own facilities, but through an arrangement with St. Martin's College (for use of the Pavilion) and with Capital High School in Olympia (for use of its basketball courts for practice sessions) it might be able to participate in this sport as well. Evergreen has an excellent swimming pool which it could make available for use on an exchange arrangement. These steps, if proved feasible, could also promote closer relationships between the College and the surrounding high schools.

Again, the area of intercollegiate athletics is an especially controversial one; but it could be explored productively by the College, and it has the

rather clear potential for an effective approach to reducing the previous "town-gown" problem with the Olympia community and broadening the appeal of the institution to many high school students, especially those for whom competitive sports is an important aspect of their college aspirations.

Recommendation 17:

It is recommended that Evergreen study the desirability and feasibility of engaging in a limited range of intercollegiate athletics as one means of expanding its appeal to graduating high school seniors and enhancing its relations with the Olympia community.

L. Enhancing The Social Atmosphere on Campus

Students have expressed a need for places and events on campus for purposes of socializing.

A rather plaintive comment ventured by several of the current students who were interviewed concerned the social atmosphere on the campus. The subject is also a matter of concern among many high school students familiar with the College environment. (It was also recognized by Dr. Gerald Grant, who had visited Evergreen several times during his research on the book referred to earlier in this report.) It centers on the comparative isolation students attending Evergreen feel when they are on the campus, in the evenings especially, with no place nearby where they can meet and socialize with other students. Unlike most other institutions, Evergreen has no student union where students can gather, and relax, in an informal atmosphere. Almost every resident student interviewed stated a need for a coffee shop or a similar place on the campus, open in the evenings, for students to meet.

A related interest expressed almost as frequently was need for more events, such as dances (many students said they would like to see a homecoming

event and similar regular social events) on the campus.

As a general rule, Council reports do not involve considerations such as these. However, the need , and the potential effect on students on the campus, as well as potential students now in high school, appears to be so great that it is worthy of mention here.

There is another reason for doing so, one mentioned in the telephone interview with Dr. Gerald Grant. It related to the impression that students enrolled in intensive interpersonal learning experiences, such as exist in Evergreen's coordinated studies program, especially need opportunities to meet and interact with others who are not enrolled in these same programs. One effect of such programs is their capacity to reduce the size of the peer group to those students sharing that educational experience. The result is not only a geographic isolation from the town, but a psychological isolation from other students.

Recommendation 18:

It is recommended that Evergreen consider ways in which it can address the expressed concerns of students at the College for places and events on campus for purposes of socializing. This appears to be an especially pressing need as a means of release for students from the pressures of the College's educational program.

M. Instituting Procedures for External Evaluation of Evergreen Areas of Concentration

Proposals for new program areas at Evergreen will be subject to CPE review procedures.

The Council for Postsecondary Education is required by statute to review and recommend new degrees and degree programs. All undergraduate and graduate

program proposals from the other four-year public institutions are sent to it for review and recommendation. This has not been the case with Evergreen. Evergreen, during its formative years, and because of its constantly changing coordinated studies programs, was allowed a temporary exemption from the CPE review procedures. For its part, Evergreen insisted that it offered only one program, the Bachelor of Arts. During those formative years there was no alternative if the College were to develop its curriculum. Now, however, many of those growth problems have been settled, and there is more structure within the curriculum. Accordingly, it is time for Evergreen to put its program development procedures in line with those followed by other institutions.

Evergreen now identifies study areas. It is likely that as other recommendations of this report are implemented additional areas will be added. These study areas serve as a surrogate for the degree programs at other institutions, degree programs that are transmitted to the Council for review and recommendation before they are implemented.

There is a reason for such review, in addition to the statutory requirements. As part of the review procedures, other institutions first circulate their degree program proposals on an interinstitutional basis for the review and comments of the faculty. It would seem that a similar exchange (among qualified reviewers) as Evergreen established new program areas could not only provide it with useful information, which could operate as a form of peer review, but could also expand the knowledge of the Evergreen instruc-structional program among faculty at these institutions and reduce, thereby, some of the insularity that otherwise occurs.

Recommendation 19:

New program areas at Evergreen should be reviewed externally as is the case with new program review procedures at other public institutions. New program areas at Evergreen should accord with review procedures in the Council's new degree guidelines. As part of this review process, proposals for new program areas at that institution will first be circulated among the other public four-year institutions for the review and comment of qualified reviewers.

N. Expanding Educational Outreach Programs

The College should study the feasibility and need for outreach programs in Longview, Aberdeen, and Port Angeles.

The final topic to be considered in this part of the report concerns the extension of Evergreen's educational resources to residents living away from Olympia in southwestern Washington. The service region for Evergreen is one of the largest, geographically speaking, in the State. It includes the Olympic Peninsula and all of the counties west of the Cascade Mountains and south of King County. Within that area are several cities that can serve as centers for an off-campus educational program. Most of the cities can readily provide no other four-year educational program alternative for their residents. Aberdeen/Hoquiam, Port Angeles, and Longview are three of the more obvious. Vancouver, the largest city besides Tacoma in this area, is presently the site of an outreach program offered by the College. Students in attendance at the program are as supportive of the endeavor as are the students on campus speaking of the parent institution.

Effective outreach programs could have the dual benefit of taking education to adults living well beyond commuting range to the College

and enhancing the general image of the institution within the region. Evergreen should give serious consideration to expanding its outreach programs to these cities, and, in doing so, to the provision of educational programs most suited to the needs of the residents in each city. Expansion should be subject to review as recommended in the Council's report on off-campus instruction.

Recommendation 20:

It is recommended that Evergreen study the possibility of offering off-campus programs to serve residents in the Longview, Aberdeen/Hoquiam, and Port Angeles areas, and, upon determination of the need and feasibility of such endeavors, that it proceed to develop and offer off-campus programs in these cities in accord with the procedures in the Council's guidelines for off-campus programs.

CONCLUDING COMMENT

This report represents a departure from other studies conducted by the Council. In many respects it is an institutional evaluation. Generally, such evaluations are conducted by peer groups. (There is only one other known instance in the country in which a statewide agency conducted a comprehensive review of a college.) This has created some unusual circumstances for the Council, as it finds itself considering recommendations on matters that are usually viewed as the province of the institution. In this case, however, reflection on such matters is essential if the report

and the Council's action, are to be considered comprehensive. Thus, comments on campus social events, intercollegiate athletics, and other areas are presented here, as are advisory recommendations to the faculty and the Board of Trustees at Evergreen on matters pertaining to curriculum structure.

Changes and adjustments on the part of the College are essential if it is to relate effectively to the problems it faces, and if it is to accomplish the full range of its institutional mission. The changes described and recommended in this report are based on the assumption that the College has a good base on which to build--a foundation worth keeping.

APPENDICES

APPENDIX 1

SUMMARY OF ALL GENERAL RESPONSES
S. W. WASHINGTON HIGH SCHOOL SENIORS
IMPORTANCE OF CONSIDERATIONS TO CHOOSING A COLLEGE OR UNIVERSITY

(N = 496)	0	1	2	3	4	$\bar{X}$
Graduates get jobs in area* of interest	.8	-	2.4	16.9	79.8	3.75
Programs emphasize career preparation	1.4	.6	2.0	24.4	71.6	3.64
Modern facilities and equipment	1.0	.8	.6	28.8	68.8	3.64
Advisors and counselors are accessible	1.6	.8	4.3	32.0	61.3	3.51
Faculty are accessible to students	2.2	.8	6.7	27.8	62.5	3.48
Variety of specialty areas are offered	2.4	1.6	6.3	26.7	62.9	3.46
Programs develop personal and professional identity	1.2	1.4	6.9	34.5	56.0	3.43
Student can plan part of his/her program (with the help of an advisor	2.6	1.0	5.5	35.2	55.6	3.40
Teaching is most important mission	1.6	1.0	5.6	40.3	51.4	3.39
Graduates admitted to graduate and professional schools	5.7	.6	4.9	28.9	59.9	3.37
Most courses will transfer	5.2	2.8	6.7	22.4	62.9	3.35
Research and study skills developed	3.1	1.6	9.6	35.4	50.3	3.28
Student can study a subject in depth	2.2	2.2	8.8	38.9	47.9	3.28
Students are committed to learning	2.8	1.8	9.9	40.7	44.8	3.23
Students are responsible for their own learning	2.2	3.5	8.6	41.1	44.6	3.22
Sports and recreational facilities	2.0	3.2	12.9	36.1	45.8	3.20
Internships	4.3	3.1	9.0	36.3	47.5	3.20
Friendly responses to inquiries	4.2	2.0	9.9	39.3	44.6	3.18
Basic introductory courses are offered	3.5	2.9	9.2	41.5	43.0	3.18
Grades are assigned	2.4	4.1	13.2	35.0	45.2	3.17
Classes are small	1.0	3.6	16.5	39.1	39.7	3.13
Written evaluation of coursework	2.9	3.7	11.2	45.2	37.1	3.10

*Elements abbreviated to fit here.

(0 = no response; 1 = not important at all; 2 = not very important; 3 = fairly important; 4 = very important; $\bar{X}$ (mean) is the arithmetic average of the raw scores.)

	0	1	2	3	4	$\bar{x}$
Individualized instruction is available	3.5	4.1	14.3	36.5	41.8	3.09
Relatively low tuition	2.8	3.4	14.5	42.9	36.3	3.06
Student can take 4 - 5 subjects at once	2.4	1.4	19.3	47.5	29.3	3.00
Faculty expect students to work	2.6	2.4	12.7	59.5	22.8	2.97
College helps find part-time jobs	2.4	4.0	19.8	43.1	30.6	2.96
Part-time programs are offered	4.5	6.7	16.7	34.6	37.5	2.94
Basic programs emphasize learning to write	1.8	5.3	19.8	44.2	28.9	2.93
On-campus housing	2.0	6.5	21.0	37.9	32.7	2.93
Group discussions and seminars	3.7	5.1	17.9	42.2	31.2	2.92
Instructors are involved in research	4.4	3.2	16.7	47.2	28.4	2.92
Attractive campus setting	2.0	1.6	16.9	61.5	17.9	2.92
Students can contribute to program development	6.3	3.1	16.7	42.2	31.8	2.90
Communication and critical thinking are emphasized	4.1	4.1	18.3	44.8	28.7	2.90
Cultural and social events	2.4	2.8	24.6	49.4	20.8	2.83
After-class social activities	1.2	6.3	28.4	42.9	21.2	2.77
Exposure to diverse students	4.2	4.8	30.2	37.1	23.6	2.71
Interscholastic athletic competition	3.2	13.7	30.2	27.8	25.0	2.58
Many courses combine the study of 2 - 3 disciplines	5.3	7.5	33.6	43.0	10.6	2.46
Instruction is relatively traditional	3.1	15.7	32.0	37.7	11.6	2.39
College located near home	1.0	22.6	38.7	26.4	11.1	2.24
Opportunities for political involvement	2.8	22.6	36.7	26.6	11.3	2.21
College will be mostly required courses	4.5	23.8	43.0	22.6	6.1	2.02

APPENDIX 1

SUMMARY OF ALL TESC RESPONSES
S. W. WASHINGTON HIGH SCHOOL SENIORS
PERCEPTIONS OF THE EVERGREEN STATE COLLEGE

(N = 251(-)No Response)	N	1	2	3	4	$\bar{X}$
Modern facilities and equipment *	157	.6	3.8	43.3	52.2	3.47
Students are responsible for their own learning	151	2.6	5.3	35.8	56.3	3.46
Attractive campus setting	168	1.2	4.8	43.5	50.6	3.43
Sports and recreational facilities	161	1.8	10.6	32.3	55.3	3.41
Basic introductory courses are offered	135	1.5	7.4	47.4	43.7	3.33
Advisors and counselors are accessible	136	-	8.1	57.4	34.6	3.26
Programs emphasize career preparation	151	2.6	9.9	47.7	39.7	3.25
Student can plan part of his/her program (with the help of an advisor)	141	1.4	6.4	60.3	31.9	3.23
Individualized instruction is available	129	2.3	11.6	47.3	38.8	3.22
Student can take 4 - 5 subjects at once	138	1.4	10.1	54.4	34.1	3.21
Part-time programs are offered	138	2.9	9.4	53.6	34.1	3.19
Student can study a subject in depth	138	1.4	14.5	51.4	32.6	3.15
Group discussions and seminars	128	.8	14.8	53.1	31.3	3.15
Internships	119	2.5	15.1	47.9	34.4	3.14
Cultural and social events	144	2.1	11.1	58.3	28.5	3.13
Exposure to diverse students	148	5.4	15.5	39.9	39.2	3.13
Written evaluation of coursework	120	2.5	12.5	55.0	30.0	3.13
Basic programs emphasize learning to write	122	2.5	13.9	53.3	30.3	3.11
Variety of specialty areas are offered	137	2.9	16.8	46.7	33.6	3.11
Students can contribute to program development	131	1.5	13.0	59.5	25.9	3.10
Research and study skills developed	136	3.7	14.7	50.7	30.9	3.09
College located near home	183	14.2	13.1	23.0	49.7	3.08

*Elements abbreviated to fit here.

(1 = No, for sure; 2 = I don't think so; 3 = I believe this is true; 4 = Yes, for sure; $\bar{X}$ (mean) is the arithmetic average of the raw scores.)

	N	1	2	3	4	$\bar{X}$
On-campus housing	134	8.2	13.4	43.3	35.0	3.05
Programs develop personal and professional identity	135	5.9	11.8	53.3	28.9	3.05
Communication and critical thinking are emphasized	123	4.1	16.3	54.5	25.2	3.01
Most courses will transfer	132	6.1	17.4	47.7	28.8	2.99
Teaching is most important mission	156	5.1	22.4	41.0	31.4	2.99
Opportunities for political involvement	130	3.8	16.9	56.9	22.3	2.98
Grades are assigned	127	11.0	13.4	43.3	32.3	2.97
Many courses combine the study of 2 - 3 disciplines	115	.8	20.0	60.9	18.3	2.97
Faculty are accessible to students	140	3.6	20.7	52.1	23.6	2.96
Instructors are involved in research	130	2.3	23.8	53.1	20.8	2.92
After-class social activities	130	4.6	20.8	54.6	20.0	2.90
Graduates admitted to graduate and professional schools	115	5.2	20.0	54.8	20.0	2.90
Graduates get jobs in area of interest	123	3.3	23.6	53.7	19.5	2.89
College helps find part-time jobs	127	.8	26.0	57.5	15.8	2.88
Students are committed to learning	147	5.4	24.5	49.6	20.4	2.85
Friendly responses to inquiries	121	8.2	23.1	47.1	21.5	2.82
Classes are small	128	4.7	32.0	46.1	17.2	2.76
Faculty expect students to work	146	8.9	26.0	47.3	17.8	2.74
Relatively low tuition	120	8.3	25.8	52.5	13.3	2.71
Interscholastic athletic competition	143	16.1	25.2	34.3	24.5	2.67
Instruction is relatively traditional	141	19.9	33.3	37.6	9.2	2.36
College will be mostly required courses	141	31.9	38.3	19.8	9.9	2.08

PLACEMENT OF GRADUATES WHO STUDIED HEALTH AT EVERGREEN*

	72-73	73-74	74-75	75-76	Total
Employed in Health Fields[1]	3	4	8	12	27
Employed in Other Fields	-	1	2	2	5
Attending Graduate or Professional Schools in Health Fields[2]	2	3	1	3	9
Unemployed	-	1	-	5	6
No Current Information	-	-	1	3	4
Not Looking	-	-	-	2	2
Total Number of Graduates Who Studied in Health Fields	5	9	12	27	53

[1]Examples of positions held by Evergreen graduates:

Research Assistant for a Medical Care organization
Fire Fighter/Paramedic
Medical Technologist in a hospital
Health Education Specialist
Health Physicist
Dental Hygenist
Women's Health Care Specialist
Respiratory Therapist
EEG and Biofeedback Technician
Nurse Aide
Research Associate at a Medical School
Nurse Practitioner
Therapy Supervisor
Technician in a Blood Center

[2]Examples of Graduate and Professional Programs attended by Evergreen graduates:

Stanford University (Physician's Assistant Program, Neuro-biological Behavioral Sciences)
University of North Dakota (Medicine)
University of Washington (Health Education, Medicine, Dentistry)
Washington State University (Registered Nurse Program)
Yale School of Nursing (Registered Nurse Program)
Olympia Technical Community College (LPN Program)

*"Graduate Placement in Health Fields at The Evergreen State College," researched by Janice Wood, Governmental Relations Analyst

Placement of 1977 Arts & Sciences Graduates from:

Western Washington University
Eastern Washington University
Central Washington University

	Western -Business, Industry & Government	Western - Fairhaven	Eastern Arts & Sciences -BA/BS Degrees	Central	The Evergreen State College
Total # of Graduates		324	861		537
# Registered or Surveyed	Registered: 380 w/current Info: 370 (97%)	170 (53%)	613 (71%)	Registered: 331 w/current Info 325 (98%)	405 (75%)
# Employed	270 (72%)	118 (69%)	397 (65%)	271 (83%)	266 (66%)
Looking for Employment	44 (12%)	10 (6%)	41 (7%)	21 (6%)	67 (17%)
Not Seeking Employment	15 (4%)	Traveling: 8 (5%)	22 (4%)	6 (2%)	34 (8%)
Graduate or Professional Sch.	41 (11%)	34 (20%)	130 (21%)	27 (8%)	38 (9%)
Military Service			23 (4%)		
No Information	10 (3%)	154 (48%)	248 (29%)	6 (2%)	132 (25%)
Total Placement*	326 (88%)	160 (94%)	572 (93%)	304 (94%)	338 (83%)

*Includes: Employment, graduate study, and not looking for employment by choice.

Compiled by Molly Phillips from Annual Placement Reports
Reviewed by Gail Martin

A List of Sample Job Positions Currently Held by* Evergreen Political Science and Administration Graduates Categorized by their Area of Study at Evergreen

Political Science

State Legislative Librarian
State Legislature, Bill Clerk
State Legislature, Representative (2)
Legislative Reporter, Associated Press

Law

Legal Secretary
Legal Aide, Attorney General's Office
Registered Law Clerk
Administrative Assistant to Court Information Services Director

Administration, Personnel and Training

Atlas Foundry, Personnel Manager
Rochester, Minnesota Public Utility, Director of Administration
Department of Personnel, Intern Co-ordinator
Thurston County Commissioner
Tacoma Urban League, Personnel/Affirmative Action Officer
Catholic Hospital, Personnel Administrator
Department of Natural Resources, Personnel Assistant
Department of Social and Health Services, Administrative Intern
Washington Employees Association, Employee Relations Representative
Office of Community Development, Consultant Researcher

Administration, Public Service

Washington State Senate, Research Analyst (2)
American Red Cross, Donor Recruiter
City of Longview, Transit Supervisor
Washington State Library, Drug Information Co-ordinator
Washington Council for the Humanities, Administrative Assistant
Washington State Arts Commission, Visual Arts Co-ordinator
Tribal Service, Field Co-ordinator
Portland City Commissioner's Office, Administrative Assistant
King County Office of Budget and Program Planning, Governmental Aide
Pierce County, Manpower Planner

Business Management

Boom Town, U.S.A., Management Trainee
Legislative Budget Committee, Fiscal Analyst and Auditor
Shopping Center Manager
County Assessor's Office, Assistant Assessor
Seattle Repertory Theater, Sales Worker
Self Employed:
- Salmon Farmer
- Masseuse
- Stained Glass Window-Maker
- Log Cabin Builder
- House Designer
- Management Consulting

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*"Evergreen Graduate Placement: Students in Political Science and Administration Fields 1972 - 1976", researched by: Zac Kittell (Student Intern)

Urban Planning

Evergreen students have been placed as Assistant or Associate Planners in the following local governments:

Lewis County
City of Tacoma
North Bonneville
Cowlitz County
Clark County
Thurston County
Yakima Planning Department
City of Poulsbo, Kitsap County

Also, Evergreen graduates with a major focus in Urban Planning have found jobs with:

Planners Incorporated
Department of Emergency Services
State of Montana
Yakima Center for Health
Institution of Oceans and Mountains
Department of Fisheries
Office of Community Development
Westcon
Weyerhauser

Examples of Underemployed Graduates

Restaurant/Waitress (3)
Mayflower/Mover (1)

Graduate Schools Accepting Evergreen Students to Study Political Science

The following is a breakdown of the 21 students in this report attending Graduate School:

Law Schools

University of Washington (3)
University of Puget Sound (2)
Gonzaga University (1)
Willamette University, Oregon (1)
Lewis and Clark College, Oregon (1)
John Marshall Law School, Illinois (1)
Northwestern University, Illinois (1)
University of California, Irvine (1)
University of Utah (1)

Graduate Schools Accepting Evergreen Students to Study Political Science (continued)

Other Graduate Schools

University of Washington - Administration, Personnel and Training (1)
University of Puget Sound - Public Service Administration (2)
Western Washington State College - Administration, Personnel and Training (1)
Pacific Lutheran University - Business Management (1)
University of Hawaii - Urban Planning (1)
York University, Toronto, Canada - Political Economy (2)
Rutgers, The State University, New Jersey - Planning (1)

LISTS OF STUDENTS*

Sept. 1973

Elementary education certificate		
Graduate School	Biochemistry	U.C. San Francisco
Graduate School	Molecular, Cellular, Dev. Biology	U. of Colorado
Microbiology lab technician, State of Washington		
Graduate School	Podiatry	Philadelphia
Graduate School		U. of Illinois
Elementary education certificate		
Graduate School	Biophysics	U. of Washington
Graduate School	Forestry Dept.	U. of Washington
Graduate School	Biology	U. of Montana
Medical School		
Graduate School	Mycology	U. of Mexico
Anthropologist, publisher of S.E. Alaska "Archipelago"		
Advanced study in holistic healing arts		
Bank teller, Seattle		
Returned to Isreal		

Sept. 1974

Graduate School	Molecular, Cellular, Dev. Biology	U. of Colorado
Graduate School	Molecular, Cellular, Dev. Biology	U. of Colorado
Graduate School	Arctic Biology	U. of Alaska
Graduate School	Molecular Biology	U. of Oregon
now	Marine Physiology	U. of Washington

Sept. 1975

Graduate School	Chemical Physics	Washington State U.
Graduate School	Animal Science	U.C. Davis
Graduate School	Biochemistry	U. of Arizona
now	Biochemistry	Oregon State U.
Medical School	M.D./Ph.D. program	U. of Washington
still at Evergreen, has published several scientific papers as undergrad.		
Graduate School	Biochemistry	U. of Arizona
now	Biochemistry	Oregon State U.
Graduate School	Fisheries	U. of Washington
Genetics Counseling Supervisor, Thurston-Mason Health District		
Math/Computer Engineering, International Business Machines		
Graduate School	Biochemistry	U. of Arizona
Computer Programmer, The Evergreen State College		
Graduate School	Biochemistry	U. of Arizona
Graduate School	Environmental Chemistry	U. of Geneva, Switzerland

*"A Report From the Area of Biochemistry and Molecular Biology," by Drs. Jeffrey J. Kelly and Burton S. Guttman.

Sept. 1975, cont.

Graduate School	Computer Science	Texas A & M
Graduate School	Nutrition	U. of Washington
Graduate School	Nutrition	U.C. Berkeley
Medical School		U. of Washington

Biology teacher, Yosemite Institute, Calif., grad school 79-80
Driving taxi in Seattle

Graduate School	Biochemistry	U. of Texas
Dental School		U. of Washington
Graduate School	Nursing	Boston College

Sept. 1976

Research technician, Weyerhauser, applying for graduate school 1979-80
Teaching nutrition and stress management for Group Health Cooperative
Research on harbor seals
Sailing around the world
Drug counselor, Tacoma Narcotics Center
Naturopathic College, Seattle
Applying to medical school
Research assistant, Dept. of radiation biology and biophysics, U. of Rochester; apply to graduate school 1979-80
Making public education films on biochemically related psychological/behavioral problems

Graduate School	Institute of Molecular Biology	U. of Oregon

Working in Washington, D.C.

Medical School		U. of Washington

Biochemist, Nutritional Research Corp., San Francisco

Teaching nutrition and weight management, Group Health Cooperative; applying to Naturopathic College
still at Evergreen
still at Evergreen

Working on certification in clinical dietetics,		U. of Washington

Sept. 1977

Applying to medical school 1979-80
Applying to medical school

Graduate School		U. of Hawaii
Graduate School	Neuropharmacology	U. of California
Graduate School	Public Health	Johns Hopkins

Naturopathic College, John Bastyr, Seattle
Computer Engineer, Strobe Data Corp., Seattle
Employed in Olympia area
Applying to medical school
still at Evergreen
Applying to nursing school
still at Evergreen

still at Evergreen

Graduate School	Physics	Idaho State U.

Sept. 1977, cont.

Applying to graduate school
Has not yet graduated

Dental School — U. of Washington
still at Evergreen
Medical School — U. of Washington
still at Evergreen, applying to medical school